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AN EXPLORATORY STUDY OF SELECTED TEACHERS' IMPLEMENTATION OF THE ALBERTA ELEMENTARY LANGUAGE ARTS CURRICULUM

by

Ⓒ JOSEPH W. ROBERTS

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "An Exploratory Study of Selected Teachers' Implementation of the Alberta Elementary Language Arts Curriculum" submitted by Joseph W. Roberts in partial fulfilment of the requirements for the degree of Master of Education.

Dennis Searle
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Date April 22, 1982

ABSTRACT

The purpose of this investigation was to explore teachers' implementation of the 1978 Alberta Education Elementary Language Arts curriculum. This involved an analysis of the concept of implementation as it applies to curriculum innovations in order to ascertain which of the current research approaches was most useful, given the nature of the curriculum in question and the length of time it had been in operation.

The research approach adopted was based on description rather than evaluation, and this for two reasons. First, any evaluation of a new curriculum's implementation in the early stages of its existence would be premature and rigid. Second, since there was evidence that difficulties were being met in the implementation process, it was judged preferable to examine the nature of teacher difficulty and areas in which they were successfully implementing. A five-dimensional conception of implementation was adopted which sees implementation as consisting of changes in materials, structure, knowledge, behaviour and valuing.

It was decided to pursue the investigation through contact with a small number of selected teachers at the upper elementary level. The language arts classes of six teachers were observed for a period of approximately three hours each, and the teachers were interviewed twice each, once shortly after the observation period, and again for a followup interview about one week later. Notes were taken during the observation of lessons and later analyzed, and the interviews were tape-recorded for analysis.

In order to describe as completely as possible the implementation of the curriculum by this small group of teachers, the findings were presented from a three-fold perspective--in narrative form, based on observation and interviews, in the form of a Curriculum Implementation Profile and in the form of an analysis of the five components which were judged to constitute implementation.

The findings of the study were that the areas of the curriculum change which were being successfully implemented by teachers were the change in materials, the change in structure and organization and the teachers' valuing of the new curriculum and motivation to continue implementation. Difficulties in implementation were perceived to exist primarily in the areas of change in knowledge and understanding, and change in role/behaviour.

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CHAPTER I

INTRODUCTION

The Research Problem

The teaching of the first two R's--reading and writing--have traditionally occupied a central place in the work of the elementary school teacher. The proportion of the teaching day allotted to reading and language activities and their time-honored first position in the day's tasks--these are simple but effective clues to their importance for teachers and children. For parents, too, their children's success at school in the early years is often clearly equated with mastery of reading and writing.

In her American Reading Instruction, Smith (1965) has charted the evolution of reading and language instruction in North America. She characterizes the years from 1950 to 1965 as "the period of expanding knowledge and technological revolution" (p. 308). Educators saw a number of developments, including:

> . . . pressure to improve reading instruction in order to meet national needs. . . numerous comparative studies of different methods of teaching reading. . . a burgeoning of new methods and materials by those seeking to find better ways of teaching reading. (pp. 406-7)

At the same time, insights from linguistic studies, research on the language development of children, the role of language in all learning and the nature of language interaction in the classroom were combining to shift about the stars in the reading/language constellation, often leaving educators with little to steer by.

King (1973) states that:

> For education generally, and for the language arts in particular, the years following 1958 were marked by an unprecedented impetus for change. Elementary teachers had traditionally concentrated on teaching language skills as usage, while fostering abilities in speaking, listening, writing, and reading . . . .
>
> Teachers were suddenly faced with an outpouring of proposals for language arts programs, derived from the rapidly accumulating knowledge in several disciplines. (p. lx)

The educational affluence and energy of the 1960's and early 1970's were often eager to transmute the above proposals into educational practice. With the decade of the 1980's looming close, Fowler (1979) had this to say about the fate of educational innovations spawned by the "period of expanding knowledge and technological revolution":

> With seemingly limitless resources and with widespread public support for "progressive" innovations, curriculum developers, especially in Western Canada, launched new curricula . . . . Expectations were high . . . however, at the time of writing, these expectations remain largely unfulfilled. The curriculum "boom" of the early seventies has been followed by the "bust" of disillusionment. Public support for innovative, imaginative and flexible approaches to curriculum design has been replaced by demands for "back to the basics," improved standards, accountability of teachers and a return to a core curriculum. (p. 1)

Although support for Fowler's view would not be unanimous, a significant number of studies in the last decade have questioned the effect that the advances in research and theory have made in classrooms (Goodlad, 1971).

The present study seeks to describe the implementation of a newly-developed curriculum and to distinguish between areas of implementation which are being successfully handled by teachers and those in which difficulties are being encountered.

The Alberta Elementary Language Arts Curriculum

The Alberta Department of Education began a review of the reading and language curricula in 1965, which was to give a new direction to the teaching of these subjects in the province of Alberta. The review was completed in two stages. In 1973, the interim Language Arts Curriculum Guide (which didnot include reading at this time) was published, disseminated and implemented in schools, and in 1978 a revised Language Arts Curriculum Guide appeared, which included reading, writing, listening and speaking.

Although at the time of writing the new curriculum has been officially in use in elementary schools for three years, it would be unwise to assume that the daily instructional practices of teachers have changed in the direction intended by the developers. Common (1979), in a paper on curriculum change in Canada, stresses the difference between the "curriculum-as-planned" and the "curriculum-as-used."

> Development was only a beginning. Consequently, a second major objective attendant upon the first was to have the innovative curricula used by the receiving organization, the school.
>
> A customary assumption, held by many educators, has been that once a curriculum was developed it subsequently would be utilized in educational

> practice and would affect that practice in the fashion intended by the developer. In 1970, Goodlad and Klein (1970) disclosed that this assumption beld little truth. They posited that many of the most noted and recommended educational innovations were either dimly conceived or at best partially realized in schools claiming their use. (p. 1)

More specifically, a recent investigation by Simms (1979) of factors which affect the dynamics of curriculum implementation, examined the language arts instruction of 10 Grade 2 and Grade 6 teachers in Edmonton schools. His findings confirmed that teachers' efforts to get the new curriculum "off the paper" and "into the classroom" were only partially successful.

The present study is to some degree an extension of Simms' work in that it deals with the implementation of a recently adopted Elementary Language Arts curriculum in Edmonton schools. Unlike preceding studies of the implementation of that curriculum, however, its purpose is not primarily to assess the level of implementation in terms, for example, of "high" or "low," but to distinguish between areas of implementation which are being successfully handled by teachers and those in which difficulties are being encountered.

Research Questions

1. Which areas of the curriculum change are being successfully implemented by teachers; and
2. Which areas of the curriculum change are presenting implementation problems for the teachers?

Significance of the Study

The fields of curriculum and curriculum implementation are still in need of a substantial number of studies, particularly in the language arts. Much of the research that has been carried out so far has concentrated on the characteristics of innovations, and although more attention is being devoted to curriculum implementation, few have focused on the curriculum change as seen from the teachers' point of view. It is hoped that the establishment of an implementation profile, which categorizes the elements of implementation and presents them in manageable and meaningful ways, may be of value to those involved in the pre-service and in-service training of language arts teachers.

Limitations of the Study

This work, based as it is on observation and interview of six teachers judged to be "competent teachers and knowledgeable about recent advances in the theory and practice of language arts teaching," all of whom work for the Edmonton Public and Separate School Boards, was undertaken to produce the kind of image that a larger, survey-type study could not reveal.

A further limitation which must be noted concerns the typicality of the observed lessons. In a study of this nature, there can be no guarantee that the small number of lessons observed truly represent the usual instructional practices of the teachers.

Organization of the Study

This study has five main sections. Chapter I introduces the research problem, states the research questions and the limitations and significance of the thesis. Chapter II presents the theoretical and research background to the concept of implementation--its description, analysis, assessment and importance in curriculum development.

Chapter III describes the evolution and characteristics of the language arts curriculum as innovation. Chapter IV portrays the research design. Chapter V presents the findings from a three-fold perspective. Chapter VI contains the summary, conclusions and implications of the study. The question schedules for the teacher interviews are shown in Appendix A.

CHAPTER II

CURRICULUM IMPLEMENTATION: REVIEW OF THEORY AND RESEARCH

In Chapter I, the study was described as an investigation of the implementation of the Elementary Language Arts curriculum, which sought to distinguish between those areas in the implementation process which are being successfully handled by teachers and those which pose difficulties in implementation.

The purpose of this chapter is to define curriculum implementation, and to situate it as one distinct and crucial stage in any curriculum engineering process. The author will also describe the two main research approaches to the study of implementation as a preliminary to establishing a theoretically sound and appropriate framework for the examination of teachers' implementation of the present Elementary Language Arts curriculum in their classrooms.

Definitions of Curriculum

A multitude of definitions currently exist for the concept of curriculum. The layman's definition of curriculum as a list of texts to be studied is close to the original Latin meaning of "curriculum" which is a "race-course"

(Zais, 1976, p. 6); but this leaves out such important factors as the types of student-teacher interactions envisaged and the nature of student interactions with course materials. Much broader definitions have been suggested (e.g. Inlow, 1973), which see the curriculum as all the learning, planned or unplanned by educators, which takes place in a school. Writing expository essays and avoiding getting one's locker raided would, according to this approach, form part of a seventh-grade curriculum.

Kearney and Cook (1960) propose a stricter definition of curriculum as "all the experiences that a learner has under the guidance of the school" (p. 358). Davis (1978) also separates teacher-planned learning from other kinds when he calls "the subjects for which the school assumes direct responsibility . . . the formal curriculum" (p. 1).

A further distinction is often made between the curriculum as a plan for action, for guiding instruction, and the curriculum in action. Macdonald (1965) distinguishes between curriculum--the plan, and instruction--the plan in action in the classroom. Zais refers to the same stages as "the curriculum document or inert curriculum" and the "functioning, live, or operative curriculum." In practice, as Taba (1961) notes, these two "poles" lie at opposite ends of continuum and the dividing line is difficult to draw.

For the purposes of this study, the distinction has to be made between the curriculum as a written document, which guides classroom instruction, and the curriculum as implemented, which consists chiefly of the "specific content and materials . . . selected according to the teacher's personality and teaching style, and the students' needs and interests" (Zais, 1976, p. 13).

The Elementary Language Arts Curriculum in Alberta

The Elementary Language Arts curriculum in the province of Alberta is comprised of two documents which, although they overlap to some extent, have different purposes. The first of these is the Program of Studies for Elementary Schools (1975). This is a legally prescriptive, concise (14 pages only on language arts) publication which outlines quite generally the philosophy and content of the Language Arts curriculum. It also lists prescribed learning resources for each subject area. The Program of Studies for Elementary Schools is issued under the authority of the provincial government's Minister of Education pursuant to Section 12 of the 1970 School Act.

The second of the two documents is the Elementary Language Arts Curriculum Guide (1978). This 125-page handbook is described as a "service publication" which is only "prescriptive insofar as it duplicates the official statement given in the Program of Studies" (p. iii). Its purpose is to "present the current elementary language arts program to teachers and assist them in implementing it in their classrooms" (p. vi). The content of the Program of Studies dealing with elementary language arts is duplicated, but this outline is fleshed out with sections on "Knowing Children," "Evaluating Children's Language Arts Performance," "Planning for Instruction," "Using Language in the Elementary School," professional resources for teachers and resources to be used with and by children. The guide also contains some sample lesson units, one on creative drama for third graders, one on listening for first graders, and one on description for fifth graders.

Teachers will find that learning resources described in the guide are either "prescribed" or "recommended." The main commercial reading, language and spelling programs used must be chosen from the list of prescribed resources (pp. 7-8). The amount of freedom given to an individual teacher to choose from the list of prescribed resources will, of course, vary from school to school, and from school system to school system. Much greater freedom is given to teachers in choosing from the recommended resources.

Curriculum Engineering

The production of such curriculum documents as the Program of Studies and Elementary Language Arts Curriculum Guide is the end of the first stage in the activity of curriculum engineering, defined generally by Connelly (1972) as "the vehicle by which interested parties attempt to intervene in schools and, thereby, improve classroom practice" (p. 162); and by Zais (1976) as "the collective processes of curriculum construction, development, and implementation" (p. 18).

> Curriculum construction is defined as the decision-making process that determines the nature and design of the curriculum; curriculum development as procedures for carrying on the construction process, and implementation as the process of putting into effect the curriculum produced by curriculum construction and development. (Zais, 1976, p. 445)

Three models of curriculum development are described by Zais (1976). These are the demonstration model, the "grass-roots" model, and the administrative model.

The demonstration model. In this approach, which is designed to bring in innovations on a small scale, small groups of teachers are given the responsibility for developing experimental curriculum projects (by the administration of the system or the school) which will be demonstrated and circulated in the hope that they will be adopted by other teachers (Zais, 1976, p. 450).

The "grass-roots" model. This type of curriculum development is actually initiated by teachers and is usually related to the problems of specific schools or classrooms.

The administrative model. Zais calls this the "earliest and probably most familiar pattern of curriculum development" (p. 447). Initiatives begin with high-level staff, for example, with Department of Education staff at provincial or state levels, committees of selected teachers, administrators, consultants, university experts, and lay people who formulate general policies, guiding principles and objectives. These are usually translated into specific goals and objectives, learning activities and resources by further sub-committees.

In his study of Curriculum Change in Language Arts in Alberta, Mosha (1979) showed clearly that the development of the Elementary Language Arts curriculum followed this "top-down line-staff" model closely.

> Curriculum policy-making for language arts had the characteristics of a hghly centralized system. The curriculum was developed by centralized committees and board(s) then prescribed to school systems throughout the province. (p. 166)

The administrative model of curriculum development has been widely criticized as an instrument of change. In a summary of the criticism aimed at this model, Skilbeck (1975) cites two major reasons for dissatisfaction. First, the managerial nature of this type of development which, at its worst, "treated the teacher as a functionary in a technically bureaucratic system" and, second, there is evidence that the "massive investment . . . paid inadequate dividends in the form of changed schooling" (p. 76). Zais concurs on both points, calling this style of change process "undemocratic in principle," and adding that it is "not a very effective means for bringing about and sustaining significant curriculum change" (p. 448).

Curriculum Implementation

In dealing with curriculum changes of the "administrative" type, the total process may be viewed in terms of three stages--production, development and implementation. It is to this third stage of the curriculum engineering process that the breakdown between developer intentions and user effects is frequently attributed.

As Common (1979) states succinctly:

> Curriculum innovations introduced to schools are only proposals for change; to achieve their intended effect, they must be implemented. (p. 12)

The implementation stage of curriculum engineering is defined by Zais as "simply putting into effect the curriculum that was produced by the construction and development processes" (p. 18). For Fullan and Pomfret (1977), it is "the actual use of an innovation or what an innovation consists of in practice" (p. 2). These definitions do reveal a diverging set of expectations concerning the use of innovation. The first definition tends to see only directly-intended effects as legitimate, while the second suggests that teacher-initiated adaptations may be a normal part of the implementation process. This apparently slight divergence of views will become more important when the question of evaluating or assessing curriculum implementation arises.

Why Implementation is Important

The implementation of curriculum changes is ultimately the responsibility of teachers. If the teacher does not or is unable to modify his instructional practices in the way intended by the developers of the curriculum, then a great deal of time, energy and expense may be wasted. If innovations do not appear to effect sustained change, the implementation stage is a high-priority area for research. The importance of the implementation stage is now well recognized.

Fullan and Pomfret (1977), in their review of research on implementation, give five main reasons why the study of the implementation stage is important.

1. We cannot know what effect an innovation has had on instruction, or what happens between the planning, adoption and dissemination of an innovation and the monitoring of its outcomes by testing the effects the innovation has had on students.

   > The assumption appears to be that the move from the drawing board to the school or classroom was unproblematic, that the innovation would be used more or less as planned . . . . What the innovation actually consists of in practice and why it develops as it does, was viewed as a "black box" where innovations entering one side somehow produce the consequences emanating from the other. (p. 2)

2. Without examining the implementation stage we cannot hope to understand the reasons why innovations fail to become established.

3. Implementation may be ignored or confused with other stages in the process of change, such as the decision to use an innovation.
4. Implementation cannot be "taken for granted." Reported use alone is not a reliable indicator of implementation (Goodlad & Klein, 1970; Charters and Jones, 1973).
5. The implementation stage must be studied separately because without this "it may be difficult to interpret learning outcomes and relate these to possible determinants" (p. 3).

Approaches to the Study of Implementation

The fifteen case studies reviewed by Fullan and Pomfret (1971) clearly illustrate the problems posed by implementation research at the methodological and practical levels. In the attempts to assess the impact of innovations, two main orientations have emerged. The earliest and most common approach is the "fidelity" or "degree of implementation" orientation which seeks to measure the extent to which actual use of an innovation corresponds to the use intended by the developers of the curriculum. The second approach, the process or mutual adaptation perspective, seeks to analyze the complexities of the implementation process, with particular emphasis on the way innovations are adapted by teachers to suit their needs or the needs of their students.

An Example of the "Fidelity" Approach

Gross, Giacquinta and Bernstein (1971) examined an inner-city elementary school's efforts to implement an innovation involving major changes in organization and teaching style. The researchers operationalized the new teaching role into 12 visible behaviours and eight of the school's eleven teachers were observed and rated on a five-point scale ("none" to "completely") for quality of implementation, and on a three-point scale for "frequency" or "quantity" of attempts at the new role model. The overall level of implementation was judged to be low, at 16 percent.

This study illustrates some of the shortcomings of the "fidelity" perspective. Exclusive reliance on specified teacher behaviours to illustrate implementation may lead to excessive rigidity in the conceptualization of the innovation. There appears to be little chance that teacher adaptations to the curriculum will be seen in anything but a negative light.

Other shortcomings of this approach are brought up by Simms (1978) who cautions that "the extent to which an innovation is currently being utilized is a necessary but insufficient criterion for determining 'degree of implementation'" (pp. 19-20). He adds that short-term observation in classrooms is "sometimes inappropriate, often unreliable and rarely predictive" (p. 20). It is inappropriate because all integral parts of a new curriculum such as its underlying philosophy cannot be operationalized, and also because it is difficult to envisage a situation where the observer was present in the classroom when those operationalized specifications were being "displayed" by teachers. It is unreliable because the presence of the observer may cause the teacher to adapt the normal routine of the classroom into something she feels the observer is there to see. It is non-predictive because observation alone cannot determine whether a teacher is likely to continue to use the innovation in the manner intended.

It must be added that a number of studies have combined utilization with other criteria to assess levels of implementation. In Alberta, Downey _et al._ (1975) carried out a very comprehensive assessment of the implementation of a social studies curriculum. This study assessed level of implementation from four points of view: (a) a content analysis of the Provincial Master Plan; (b) a questionnaire survey of a sample of teachers, parents and students; (c) an analysis of local system programs to determine how these reflected the intentions of the master plan; and (d) visits to schools to interview students, teachers and parents and to observe classes and resources.

The Process Approach: An Example

The process or mutual adaptation perspective has been used a number of times in the 1970's by Shipman (1974), Berman and Pauly (1975) and Berman and McLaughlin (1976), amongst others.

Shipman (1974) set up a study to examine the impact of the Keele Integrated Studies program in England, using the participant case study method in 38 schools over three years. In an attempt to avoid the rigidity of the "fidelity" approach, he used two yardsticks to measure implementation impact. The first was "contractual success" which means merely that the school fulfilled its agreement to try out and carry out the program of integrated studies, and the second, "curriculum impact" which assesses the amount of trial material in use, curriculum development in the schools arising from the trial run with integrated studies, spill-over into other fields of the humanities in the schools and the persistence of the team teaching method, which was part of the innovation.

Shipman, admitting that these measures are vague, maintains that this is inevitable in research that aims to gauge the "catalytic efforts of projects . . . rather than the more limited impact of their specific curriculum objectives" (p. 176) in schools that were encouraged to develop in their own way.

It is clear that this approach will not yield a precise value for degree of implementation and it may not provide a clear and useful picture of the variations in the use of the curriculum because of the size of the project and the fact that no limits are applied to the idea of "variation."

Internalization

From the preceding examples and especially that taken to represent the "fidelity" approach, it is evident that it is insufficient to judge the implementation of a curriculum innovation on the criterion of "observed utilization" alone. This criterion was judged to be "sometimes inappropriate, often unreliable and rarely predictive." Simms (1978), following the research of Gross *et al.* (1971) which indicated that the "teachers' lack of clarity about the innovation, their lack of capabilities . . . and the lack of staff motivation" (p. 148) were major obstacles to implementation, concluded that internalization, the extent to which teachers "make the innovation their own" (p. 22), understand it, possess the skills to use it and support it, is a "more reliable, broad-based evaluative tool" (p. 22).

In his unpublished study of the Dynamics of the Implementation of Curricular Innovations (1978), Simms gave the concept of internalization pride of place.

> In order for implementation to take place the designated user must:
> 1. Understand the innovation and how it is to be utilized;
> 2. Support the innovation as the answer to a perceived problem and be motivated to utilize it personally;
> 3. Actually be utilizing the innovation as intended by its developers and/or official adopters;
> 4. Possess the competencies (attitudes, knowledge and skills) needed to use the innovation on an on-going basis. (p. 199)

Although the concept of internalization is a valuable addition to the research repertoire of the investigator who wishes to go beyond the mere appearances of implementation, it should be added that careful attention must still be paid to other, more tangible criteria of implementation, such as change in materials, teaching strategies and organization of time. This study intends to take both aspects of implementation into account.

A Conceptual Framework of Implementation for Research Purposes

The value of the implementation studies that have been carried out to date resides less in their estimates of implementation levels ("since much of the research contains serious conceptual and operational inadequacies, any findings must be treated with caution," Fullan and Pomfret, 1977, p. 367) than in the improved conceptual framework which is beginning to emerge, particularly in relation to the factors which affect the level of implementation.

Simms organizes these factors into three categories: (a) objective attributes of the innovation (i.e. the ease with which an innovation may be implemented because of such factors as explicitness or compatability with user); (b) characteristics of the user systems (i.e. organizational arrangements of schools and school systems, attitude of administration, staff cohesiveness); and (c) the implementation strategy used (i.e. procedures used to ensure implementation by central office staff) (p. 23).

There has not been a great deal of research on the teacher as a factor in implementation. Gross *et al.* (1971)

identified amount of effective communication, the availability of resources, and attitude of administrators as affecting implementation levels. High correlation between administrative support and implementation was also found by Naumann-Etienne (1974). Group morale, cohesiveness, disposition to change and willingness to share ideas were found to be characteristics which facilitated implementation in school staff and school systems by Lin _et al._ (1966) and Naumann-Etienne (1974).

One need which emerges from Fullan and Pomfret's (1977) review (see p. 13) of the literature is for studies which do not treat implementation as advancing uniformly. This idea of implementation advancing "on a broken front" may be viewed longitudinally, i.e. in a time perspective, or synchronically, i.e. in a space perspective.

In an attempt to describe the longitudinal element, Hall and Loucks (1976) formulated a seven-stage conceptualization of implementation ranging from non-use to integration and renewal. They suggest that teachers may go through different levels of implementation as their ability to use the innovation increases.

A Cross-Sectional Approach to the Study of Implementation

Perhaps more useful at the present stage in implementation studies would be the cross-sectional approach, which divides the global concept of implementation into a number of dimensions and analyzes each separately. So far this approach has only been applied to assess the extent to which different teachers implement a given curriculum "better" than others (Fullan and Pomfret, 1977, quote Lukas (in process) on this part, p. 345), but could be adapted to provide the description, or profile, of how one teacher or a group of teachers are faring with respect to the individual elements or components which together might be seen to constitute the implementation of a curriculum.

Simms (1978), as previously shown, saw implementation as comprised of four dimensions: (a) understanding of innovation; (b) support for and motivation to use innovation; (c) utilization as intended by developer; and (d) possession of competencies to use innovation on an ongoing basis (p. 22).

Fullan and Pomfret (1977) have curriculum change consisting of five dimensions--changes in: (a) subject matter or materials; (b) organizational structure; (c) role/ behaviour; (d) knowledge and understanding; and (e) value internalization (p. 361).

This conceptualization of implementation has a number of advantages for the researcher. This approach:

1. Divides implementation into an appropriately small number of dimensions which can be analyzed separately;
2. Allows for the separate analysis of different dimensions;
3. Stresses the importance of both 'utilization' and 'internalization' dimensions; and

4. Facilitates the use of findings to provide assistance for teachers, which is focused on specific areas of need.

Conclusion

This chapter has shown implementation to be a crucial and often problematic stage in the total process of curriculum change. What at first appeared to be a simple concept--"the actual use of an innovation" (see p. 13) resisted efforts at meaningful evaluation or description. A number of implications for the research design of this study can be drawn from this chapter.

Since the "fidelity" approach, when used alone, may tend to be over-prescriptive and rigid, any attempt to evaluate or describe implementation should incorporate the advantage of the "process" approach, that it allows for teacher variation in curriculum implementations and for teacher discussion, without making self-report a major criterion of implementation.

Implementation was seen to be composed of a number of inter-related elements whose separate implementation may proceed on a "broken front" for groups of teachers and for the individual teacher. A thorough description or evaluation of the implementation must, therefore, be capable of analyzing each element separately.

CHAPTER III

THE INNOVATION: THE ALBERTA ELEMENTARY LANGUAGE ARTS CURRICULUM

In Chapter II, the author reviewed the literature on curriculum implementation in order to set up a conceptual framework for this study of the implementation of the Alberta Elementary Language Arts curriculum. The purpose of this chapter is to describe the innovation itself, in terms of its history, evolution and, most importantly, its characteristics as an innovation. The author will also examine those studies which have been carried out to date on the implementation of this new curriculum.

Curriculum Development in Alberta

Until 1970, the Alberta government maintained strict control over the school curriculum. This central control "was characterized by its uniformity, lack of community involvement and a minimum of input from school boards, schools and teachers" (Simms, 1978, p. 48). School inspection and external examinations were used to ensure that the centrally-developed and prescribed curriculum was adhered to.

In 1970, the government of Alberta, by passing the School Act, sought to encourage diversity in the school curriculum and local participation in planning without relinquishing control of the power to prescribe courses of study.

> The nature of this prescription will tend to be broad and will consist of statements of objectives as well as statements of minimum content expressed in terms of concepts, processes, experiencies or skills. While such courses will form the basis for instruction, it is expected that within the framework of the prescribed courses, many decisions will be made at the district, school and classroom levels in order to meet the needs of particular groups of students as well as the needs of individual students. (Dept. of Education, Policy Statement, August 1970)

This decentralization of curriculum control has meant, in effect, "a system of power sharing involving the Department of Education, the school district and, to some extent, the classroom teachers of the province" (Simms, 1978, p. 67).

However, as Ledgerwood (1975) has pointed out, this decentralization is a linear process which involves the majority of teachers only at the receiving end of the curriculum.

> Thus, in education, research is usually produced by universities; curricula which reflect the results of this research are developed under the aegis of departments of education; departments of education, school boards and teachers' associations share in dissemination of the curricula; teachers adopt the curricula for use in their classrooms. (p. 3)

The Construction and Evolution of the Language Arts Curriculum

In Alberta, various committee structures have been utilized to determine curricula. The Curriculum Policies

Board deals with matters of broad policy relating to the entire curriculum of Grades K to 12, and makes recommendations to the Minister of Education. Various ad hoc committees are directed to specific curriculum development activities by the Curriculum Policies Board and the work of these committees must be approved by the Language Arts Coordinating Committee, the Canadian Policies Board and the Minister before changes are made official.

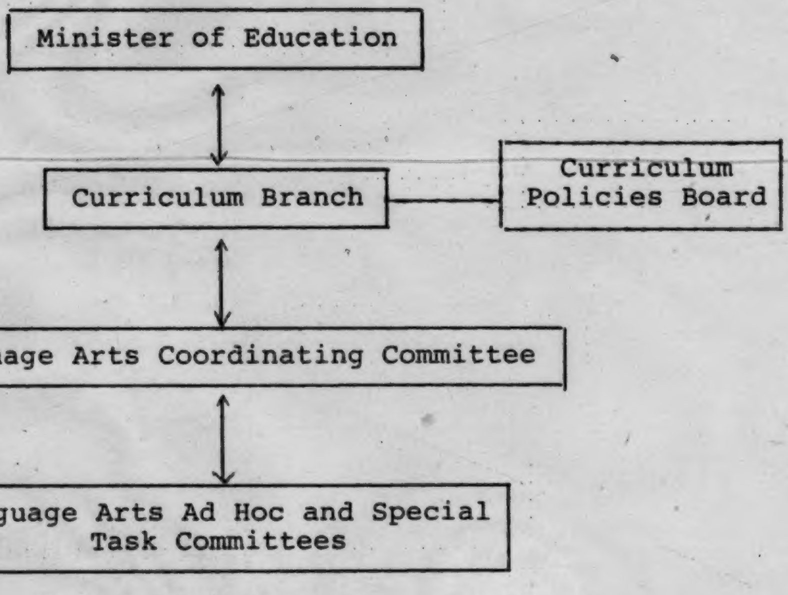
Chart 1 describes the hierarchical structure of curriculum development at the time of the study. The evolution of the Elementary Language Arts curriculum has been a long process, which can best be understood in terms of a two-stage development. The first stage covers the time from 1965, the year a revision of the curriculum was suggested, to 1973, the year that saw the publication and dissemination of a partial revision of the old program, the Language Arts Handbook (Interim). The second stage, from 1973 to the present, saw efforts to extend and improve the Language Arts curriculum, and it saw the inclusion of reading in the program. In 1978, the new Language Arts Curriculum Guide (Revised) was approved and disseminated in schools, marking the advent of an integrated Elementary Language Arts program, the culmination of a fourteen-year-long project.

The Impetus to Change

In order to understand the innovative nature of the new curriculum and what its developers hoped it would consist of in practice, the reasons for the curriculum change

Chart 1

Structure of Curriculum Development in Alberta Education


Minister of Education
Curriculum Branch
Curriculum Policies Board
Language Arts Coordinating Committee
Language Arts Ad Hoc and Special Task Committees

The Minister of Education grants final approval to curriculum development activities and curriculum documents. He often receives representations on curriculum matters from interested parties within education or from the general public.

The Curriculum Branch reviews, develops and diffuses programs of study and also the related regulations, guidelines and learning resources.

The Curriculum Policies Board is an advisory body to the Minister. It deals with broad policies relating to the curriculum for grades 1 through 12.

(Source: Curriculum Development for Alberta Education, Curriculum Branch, November 1979.)

should be given.

The Elementary Language Arts Curriculum Committee Report (1972) gave the following rationale for the change.

> Why a New L.A. Program? Our present language arts curriculum at the elementary level was developed some fifteen years ago. While many of the old ideas are sound and will be retained, there is a need to make certain parts of the program more consistent with current reality. The research of the linguistic and psycholinguistic scholars has, over the last ten years, produced new insights into the development and learning of all forms of language competencies. Mass media, particularly television, has broadened the nature of experiences that most children have had when they come to school. Publishers are producing materials which are more consistent with current scholarly thinking, which recognize more adequately the current needs and experience of today's children, and which are much more attractive and appealing to both pupils and teachers. These factors must be provided for in our programs, both in terms of recognizing the much richer experience background that the child has and in terms of providing him with competencies in receiving and producing communications in the non-print areas as well as the print areas. Our present curriculum, and our textbooks in particular, are not in tune with these developments. (p. 2)

The Philosophy of the Program

The following ten points, quoted from Chapter II of the Handbook, form the rationale of the program.

> 1. Language develops in a classroom environment characterized by mutual respect, acceptance and trust. It is essential to accept and respect the language that the child brings from home since his estimation of his own worth is held very closely to his language and the language of his parents and peers. (p. 3)
> 2. The acquisition of receptive and productive control of the school language (standard English) becomes a defined goal which is preceded by the goal of facilitating initial learning in the child's own dialect,

when that dialect or language is different from the "standard" English of the classroom. (p. 3)

3. The school's major concern is to expand the language of each child. This is not done by attempts to immediately replace his language with school language, or by rules and drills, or by grammatical analysis or classification. Rather, the child needs many opportunities to develop language and thinking through activities involving a great deal of talking and writing; through hearing language; through informal dramatics; through games; through a great deal of reading and discussing of literature and poems. (p. 4)
4. The extent and nature of a child's experiences form the basis of all his learning. If the child is to grow, he must be given the opportunities to enlarge his experience. (p. 4)
5. The development of both language and thought begins in many instances with talk. The school can encourage the child's development through purposeful talk and can provide many opportunities for it to take place. (p. 4)
6. Children's language is expanded primarily through active involvement in language developing situations--in speaking, listening, viewing, reading and writing, and through informal drama, mime, photography, art, tapes, interviews, skits--rather than through passive learning about language. (p. 5)
7. It is more useful in the language arts program to consider language in terms of the appropriateness of an utterance for a given purpose in a given situation. (p. 5)
8. Language is used for communication, for social and personal development, and to facilitate thinking. A comprehensive elementary school program will provide increasing opportunities for the development of all three language functions. (p. 5)
9. The school must give attention to developing in children a multi-media literacy. (p. 6)
10. There is a basic interrelationship among the communication skills. All language arts processes deal with communication--the exchange of ideas, understandings, and feelings . . . . Because of this interrelated nature of all the communication processes, it is logical and economical to develop these as parts of closely developed lessons. (pp. 7-8)

Major Influences on the Curriculum

Mosha (1979) names three specific groups who influenced the construction of the 1973 curriculum:

> . . . in their order of significance . . . language and child development specialists outside Canada, language and curriculum design specialists on the curriculum committees, and the specialists in reading at the University of Alberta. (p. 137)

The sources named most frequently during the development of the curriculum were James Britton, in the area of language development; Piaget and Vygotsky, on child development and language; Michael Halliday, in the area of language functions; Frank Smith and Ken Goodman, on reading; Joan Tough on language; Goodlad on curriculum; and John McInnis (OISE), the solitary Canadian representative, and the paper from the Dartmouth Conference (Dixon, 1967) also influenced the committees' work (see Mosha, p. 88). By the choice of the work of these scholars as the basis for the construction of the curriculum, the developers were committed to an integrated approach to the teaching of language arts based on a communication model.

Characteristics of the 1973 Curriculum

The curriculum was based, according to the Curriculum Bulletin (March 1972), on a "Communication Model which incorporates verbal communication, handwriting, language and non-verbal communication skills" (p. 1). The Elementary Language Arts Handbook (1973) laid the philosophical foundations for an integrated perspective on the language arts program.

> The basic focus is on the child as a flexible user of language. If language is to be truly useful (functional), we must begin with the present experience and competence of the child and fit our teaching into the natural language situation which is an integrated, whole situation. It should be emphasized that the developing philosophy is one of total integration of all aspects of language arts. In this sense, integration refers to the treatment of all of the communication skills as closely interrelated. (p. 1)

Implementation Studies of the 1973 Curriculum

There was some ambiguity concerning the dissemination of the 1973 Handbook (at one point it was to be distributed to those teachers who wished to use it, and then was distributed generally to elementary teachers), and during the lifetime of the interim curriculum, its title, according to Simms (1979), was taken by a number of teachers to indicate that it was an optional approach. In 1976, Simms undertook a study (Simms, 1978) of the Dynamics of the Factors Affecting the Implementation Process, which in effect was a study of the determinants of the implementation process. One of the questions Simms posed was whether the 1973 curriculum was being implemented in the spring of 1976.

Simms adopted a "fidelity" approach to the question of implementation. The innovation was analyzed and its essence was judged to be its "methodology and philosophy" (p. 198). These two elements were then further broken down into their observable (utilization) and non-observable (internalization) aspects, since it was found that "important philosophical principles which help to give this program its purpose cannot be operationalized" (p. 209). Basing his study on the Program of Studies and the Language Arts Handbook (1973), Simms generated four observable criteria of implementation and a number of questions to be asked in interview to gauge understanding and knowledge of the curriculum.

The observable criteria were:

1. The teacher should provide the child with a great deal of multisensory activities, including informal dramatics, games, viewing and art as well as listening, speaking, reading and writing. (p. 4)
2. The teacher should provide for the active involvement of the student in language developing situations. (p. 5)
3. The teacher should integrate the language arts: listening, speaking, reading and writing, with the lessons. (p. 8)
4. The teacher should utilize the diagnostic approach in the teaching of language arts. (p. 10)

Simms observed each of the Grade 2 and Grade 6 teachers three times and, using a Likert-type scale (0 - not at all to 5 - a great deal), was able to assign a value to each teacher's observable level of implementation. Their knowledge and understanding were gauged by interview.

His conclusion was that the 14 teachers were not implementing the program during the spring of 1976. More specifically, he concluded:

1. Teachers were unable to demonstrate an understanding of the underlying philosophy, objectives and methodology of the new program.
2. Teachers considered the Language Arts program to be a good one but they were not pleased with the prospect of having to implement it.

> 3. Teachers were observed to be using the new program only to a limited extent.
> 4. Teachers did not possess the competencies (attitudes, knowledge and skills) considered essential to the full utilization of the innovation. (p. 243)

Development of the 1978 Alberta Elementary Language Arts Curriculum

The Department of Education, again through a development process based on committees, continued its work towards a totally integrated language arts program (Mosha, 1979, p. 64). From 1973 to 1977, a number of committees wrestled with the task of broadening the new curriculum to include the reading component, dealing with concerns expressed about the 1973 interim program, communicating to teachers what was meant by integration and also complying with Curriculum Policy Board's policy of making curriculum content and skills for each grade level more specific.

In 1977, the new curriculum changes were approved and in 1978 the Education Minister announced the program changes. He stated that:

> The language arts program for elementary schools is a reorganization and detailing of a program that has been in place since 1973. The program stresses mastery of basic skills of listening, speaking, reading and writing.

The reasons given for the modification of the 1973 program were as follows:

> Evaluative feedback from teachers, administrators, university professors, students and curriculum committee members has identified the following needs which provide valid reasons for change:

1. There is a need to have a clearly stated philosophy for the total language arts program.
2. There is a need to show how the integration philosophy relates to program content and to suggested methodologies.
3. There is a need for articulation of program content from division to division and grade to grade.
4. There is a need for the addition of new program content which reflects current concerns in communications and language arts (for example, viewing).
5. There is a need for specificity of objectives and program content to provide sufficient structure to the program but still to allow enough flexibility within the structure to meet the learning rates and styles of students and the varying strategies of teachers.
6. There is a need to update learning and teaching resources to support changes in the program. (Language Arts Curriculum Coordinating Committee Report, 1977, pp. 7-8)

The chief characteristics of the new program, as stated in the same report, were:

1. Program content is organized to illustrate integrative features.
2. Content, in the form of specific objectives, is stated by grade level.
3. Language used in stating objectives and content is designed to communicate easily to teachers.
4. New learning resources have been identified for the information of the Board.
5. New program content deals with viewing and children's literature. (p. 11)

Research Studies on the 1978 Curriculum

Little research has yet been published on the classroom implementation of the new curriculum. Brunner's (1980) study, Implementation Evaluation Study of the Elementary Language Arts Statements of Contents and Skills, focused on "the value of provincially developed statements of contents and skills to local school district educators and the influence of a centrally developed policy requiring the specification of knowledge, skills and attitudes on local school educators' efforts to implement these statements" (p. 11). Using a survey questionnaire and a structure of interview questionnaire, Brunner was able to canvass the opinions of Grade 2 and Grade 5 teachers in 97 Alberta schools, their principals and their central office persons directly responsible for the supervision of language arts. Brunner found that the statements of content and skills were helpful to more than 50 percent of the subjects, but many teachers and administrators suggested continued in-service activities. He also found that more than 50 percent of subjects indicated that provincial statements should help classroom teachers to reduce noted student weaknesses in reading and language as determined by provincial testing in 1979 (p. iv).

Brunner's study, emphasizing as it does one factor in implementation, does not directly address the question of what is happening to the curriculum in the classroom, although he hints strongly at the existence of problems. For example, he mentions that:

> An integrated language arts program has been explicitly stated by provincial curriculum committees for teachers and their administrators, but some of the answers to the value questions indicate that there is a need for further interpretation and translation of some parts of the program statements. More communication and interaction are required between

> curriculum developers and local school district educators. (p. 157)

A series of seminars involving 170 participants from all levels of education was conducted in the six provincial zones to assess the strengths and weaknesses of the elementary and junior high school language arts programs, to obtain some impression of the extent of their implementation and to explore methods of assisting teachers to further implement the programs.

In a summary of responses, Mr. Tom Gee, Alberta Education Language Arts Consultant, said the following about the extent of educators' awareness of the philosophy of the Alberta Language Arts programs and the degree of usefulness of the Language Arts Curriculum Guide.

> The impression given is that the curriculum is in the process of being implemented. Teachers are at the awareness level with respect to the program generally. (p. 6)

Gee also reported that awareness was highest "in regard to text resources and in many cases, where the texts foster the program, the program is implemented because of this correlation" (p. 6).

He also found that the statements of content and skills were being used more in teachers' day-to-day endeavours, and that the concept of integration "was becoming better understood with time and in-service although . . . considerably more in-service is desirable" (p. 6). Gee concludes that "increased understanding appears to be gradually affecting instruction in the classroom to bring it increasingly in line with the philosophy and objectives of the program" (p. 6), and he recommends that in-service plans be devised at the provincial level for all systems which would focus on "program objectives and the content of the Curriculum Guide from Chapter II on" (p. 6).

Summary and Implications

This chapter has reviewed the evaluation and characteristics of the Alberta Elementary Language Arts curriculum and a number of implications for this study may be drawn from this review.

The length and complexity of the development process may have had a negative effect on the curriculum's implementation, as may the isolated nature of the development process which proceeded with little input from language arts teachers.

The new curriculum was also shown to be based on an innovative philosophy of language development and to involve considerable re-orientation in knowledge and behaviour for teachers implementing it.

Some difficulties in the implementation process could, therefore, be anticipated and the two implementation studies which have been carried out to date have confirmed that problems do exist. Because these studies were survey-based and relied heavily on self-report, they were unable to differentiate clearly between areas of successful implementation and areas of low implementation for teachers. The present study also intends to provide the kind of initial-stage feedback on the progress of implementation that the above-mentioned studies provided. It would seem necessary, however, at this stage to focus on a smaller number of teachers in greater detail in order to get a sharper picture of their implementation efforts.

CHAPTER IV

RESEARCH DESIGN AND PROCEDURES

Introduction

In the two preceding chapters, the author described the importance of the implementation stage in the curriculum change process, reviewed the two main styles of approach to its study, and presented the findings of the implementation studies which have been published to date on the Alberta Elementary Language Arts curriculum.

The purpose of this chapter is to present a research design capable of describing the implementation of the curriculum in question and of distinguishing between those areas which are being successfully implemented by teachers and those in which difficulties are being encountered.

Since the Elementary Language Arts curriculum is still in the initial stages of implementation (see Brunner, 1980, p. 4; Gee, 1980, p. 6), it was deemed appropriate to adopt an approach which would facilitate further implementation through data feedback, as recommended by Berman and McLaughlin (1974, p. 366).

In order to provide this feedback, the research design should:

1. Identify and assess the implementation of the different

elements which together constitute implementation, see pages 21-22 for a discussion of Fullan and Pomfret (1977);

2. Take into account not only self-report but observable instructional criteria of implementation as well as the equally important non-observable criteria such as knowledge and valuing of the curriculum, as recommended by Simms (1978) and Fullan and Pomfret (1977);
3. Possess enough flexibility to validate legitimate variations in implementation by teachers, by allowing the implementors to express their perceptions of the curriculum change in their classrooms and how they are handling it; and
4. Be capable of expressing findings in a form which indicates areas in which teachers are being successful or unsuccessful in their implementation of the curriculum.

For the above reasons, an approach analyzing the constituent elements of implementation and capable of differentiating between the areas of low and high implementation for individual teachers was chosen.

Components of the Implementation Process

The most complete repertoire of elements constituting implementation, which takes into account the behavioural and non-behavioural aspects of the process, has been developed by Fullan and Pomfret (1977). Curriculum change is seen to consist of changes in: (a) subject matter or resource materials; (b) structure and organization; (c) the teacher's role or behaviour; (d) the teacher's knowledge; and (e) the teacher's valuing of the curriculum and motivation to use it as an extended basis.

These categories are described by the authors as:

> a) Subject matter or materials . . . refer to the content of the curriculum that the teacher is expected to transmit to the student or students are expected to acquire on their own or in cooperation with their peers, to the order in which this content is to be transmitted or acquired, and to the transmitting medium. The latter, currently, can include written materials, the spoken word, audio and visual tapes, and demonstrations. Some curriculum developers offer tests or student assessment forms as an integral part of the curriculum . . . .
>
> b) Structural alterations involve changes in formal arrangements and physical conditions--different ways of grouping. Students, alternative spatial arrangements, the presence of personnel to perform new roles, and an adequate supply of new materials . . . they do not pertain to changes in users, but to changes in the conditions under which users interact . . . .
>
> c) The behavioural manifestation of role relationship change is an essential aspect of organizational change . . . . In education, the changes often concern new teaching styles, new tasks (such as new planning, and curriculum development roles for teachers) to support these styles, new role relationships between teachers and students, teachers and heads, teachers and consultants, and so on . . . .
>
> d) The final dimension of implementation concerns the knowledge and understanding that users have about the innovations. Various components, such as its philosophy, values, assumptions, objectives, subject matter, implementation strategy, and other organizational components, particularly role relationships . . . . The fifth dimension concerns users' valuing of and commitment to implementing innovations' various components. Valuing must be linked to the specific aspects of the other components of implementation. (pp. 15-16)

Applying These Components to an Analysis of the Implementation of the Innovation

The five elements or components of curriculum change, as described by Fullan and Pomfret (1977), are general in nature, and as such must be translated into specific terms when a particular innovation is being examined.

From an analysis of the Alberta Education Program of Studies and Elementary Language Arts Curriculum Guide (1978), the five components of implementation were translated into these specific elements:

1. Materials and subject matter refer to: (a) use of approved textbooks and reading and language programs; (b) presence of recommended support materials; (c) use of statements of contents and skills; (d) use of integrated spelling program; and (e) access to and use of viewing materials.
2. Changes in structure and organization refer to: (a) the allocation of an adequate amount of time for language arts instruction; (b) the allocation of time in one block to facilitate an integrated approach to language arts instruction; (c) the organization of the school timetable to permit the language arts teacher of one class to spend most of the instructional day with the same class to permit inter-subject integration, e.g. language arts and social studies; (d) the internal structuring of language arts class periods by teachers to create a natural flow of language developing

activities as opposed to the creation of artificial boundaries between the different areas of the language arts; and (e) the physical grouping of students at appropriate times to permit task-oriented interaction, talk and discussion.

3. Changes in knowledge and understanding refer to: (a) access to and use of curriculum documents, Program of Studies for Elementary Schools (1975) and Alberta Elementary Language Arts Curriculum Guide (1978); (b) knowledge of the philosophy of the curriculum and the key concepts of integration and active involvement of students; and (c) understanding of the philosophy of the curriculum and of the key concepts of integration and active involvement of students.
4. Changes in role/behaviour refer to: (a) provision for active involvement of students in language developing activities; (b) integration of all aspects of the language arts; (c) use of content and skills charts to guide scope and sequence of instruction; and (d) avoidance of excessive emphasis on language skills, classification rules and grammatical analysis.
5. Changes in valuing of new curriculum and motivation to use on an extended basis refer to: (a) agreement with the philosophy and objectives of the new curriculum; (b) enjoyment and ease of use of curriculum materials; (c) appreciation of congruence of commercial program in use with the philosophy and objectives of the curriculum; (d) perception of and appreciation for in-school

in-school support for continued implementation of the curriculum; and (e) perception of and appreciation for school-system support for continued implementation of the curriculum.

Selection of Teachers

The scope of the study was deliberately limited to teachers of Grades 4, 5 and 6 in the Edmonton Public and Separate School Boards. Upper elementary teachers were chosen because the author himself had some experience of teaching at this level and consequently felt better able to understand the nature of the teachers' work and to bring to the interviews a background which could encourage a frank and useful discussion.

The author's initial decision was to study a randomly selected group of teachers. This idea was later modified in favour of taking as subjects a small number of teachers who were actually making an attempt to implement the curriculum. This was decided because it was felt that in a randomly selected small group there might be a number who were making such a slight effort to implement that their experience would be of little value to the study.

The Elementary Language Arts supervisors of the Edmonton Public and Separate School Boards were approached and informed of the purpose of this study. They agreed to provide the names of two Grade 4 teachers, two Grade 5 teachers, and two Grade 6 teachers whom they considered to be "competent teachers with some knowledge of recent advances in the theory and practice of the language arts." The names of six teachers were supplied and the principals of their schools were contacted by the author. The principals granted permission for the teachers to be contacted and for the classroom observations and teacher interviews, on the condition that the teachers agreed also. All the teachers proved willing to assist in the investigation except one, who had been appointed vice-principal the previous week and no longer taught a daily language arts class. The Language Arts Supervisor of the Board concerned was able to provide an alternate and, following the procedures outlined above, the author was able to secure the sixth teacher's cooperation in the study.

Methods of Investigation

In order to investigate the "materials" and "structural" elements of the implementation process, a combination of direct observation and interview was used. The "behaviour/role" aspect was analyzed through a process of observation followed by interview questions generated by these observation periods. The "knowledge" and "valuing/motivation" dimensions were investigated primarily through interview questions.

The data collection was thus composed of:

1. Structured observation of the teachers in the language arts teaching situation; and
2. Intensive interview, based on: (a) a schedule of topics

prepared by the investigator; and (b) questions generated by the classroom observation periods or during the course of the interview.

Intensive Interviews

The value of focused interview was felt to be that it would give access to areas such as motivation, knowledge, which cannot be observed.

It would be semi-structured, i.e. having a number of topics to be covered; the format is flexible.

> This length of time provides an opportunity for the good intensive interviewer to nurture the incipient relationship with the respondent, enhancing the development of a conversational give and take relationship and, hopefully, the likelihood of frank revelations. (Williamson, Karp, Dalpin, p. 166)

The second interview would allow the author to assimilate the results of one interview before undertaking the second one. This was seen as having two advantages (Williamson, Karp, Dalpin, p. 174) in that having to formulate arbitrary categories before the whole process:

1. The researcher does not stick dogmatically to them throughout; and
2. Each succeeding interview may help refine the answer categories.

The lack of standardization in the interviewing procedure and the possibility of interviewer bias are drawbacks; but it was felt that the gains in flexibility which enables the researcher to request or give clarification, rephrase, probe, were worth this.

Classroom Observation and Interview Procedures

During the early months of 1981, two Grade 4, two Grade 5 and two Grade 6 classrooms were visited and the teachers were interviewed. The general procedure was as follows:

1. Teachers were informed that the purpose of this study was to investigate the way in which they were implementing the current Elementary Language Arts curriculum in their classrooms.
2. The author and teacher then arranged a suitable time for the observation of one entire language arts lesson.
3. The first lesson was observed from a quiet corner of the room. The author generally adopted the position of non-participant observer except on one occasion when he was asked to assist in some tape-recording with students. Notes were taken during this period and written out in full as soon as possible afterwards for later analysis.
4. The second observation period was always scheduled for the day after the first observation period. The same procedure was followed.
5. The first intensive interview usually took place on the same day as the second observation period, chiefly in order that the observed language arts lessons might be

fresh in the mind of the teacher interviewed. This interview was tape-recorded, with the teacher's permission, for later analysis.

6. The second intensive interview took place approximately one week after the first. The week's delay was provided to give the researcher time to analyze the contents of the first interview and adjust the schedule of questions for the second interview accordingly.

The Quality of Rapport

In an investigation of this type, a great deal depends on the effectiveness of the interviews, which in turn are functions of the skills of the interviewer and the quality of the rapport established between subject and investigator (Williamson, Karp & Dalpin, p. 191). The author attempted to fulfil the first of these criteria by carefully preparing a list of questions beforehand and by being prepared to adjust these during the interview in order to pursue interesting "leads." In order to create an honest rapport, the author stressed the non-evaluative nature of the work and the fact that the teachers' anonymity was guaranteed. Another factor which seemed to work in favour of frankness was that the author was himself an upper elementary school teacher, and not, for example, a language arts supervisor or Department of Education consultant.

CHAPTER V

THE FINDINGS OF THE INVESTIGATION

The purpose of this chapter is to present the findings of the investigation. As necessitated by the purpose of the study and the research design developed by the author, these are first presented from the perspective of classroom observation and teacher interview, then summarized in graphic form in the Implementation Profile, and finally the findings for each area of the implementation process are given.

In the first section, the classroom observation periods are summarized at some length in order to provide examples of the teachers' approach to the language arts and to give the "flavour" of their language arts classes, and also to create a context for the ratings on the Implementation Profile. The teacher interviews are also summarized. These interviews deal mainly with the teachers' knowledge of the curriculum and their motivation to implement it. Again, the author has attempted to provide a well-rounded image of individual teachers discussing their work and has left much of what the teachers said in their own words.

In the second section, the data are presented collectively in the form of the Implementation Profile. It is hoped that this Profile will be useful in three ways. It will:

1. Provide a graphic simplification of findings on the individual teacher's standing with respect to the components of the implementation process;
2. Assist in identifying areas of successful and unsuccessful implementation for the group as a whole; and
3. Be of value to those planning language arts inservice or preservice training by facilitating identification of problematic areas in the implementation of the Elementary Language Arts curriculum.

In the third section of the chapter, the findings of the study are presented from a cross-sectional perspective, that is, each component of the total implementation process, e.g. change in materials, is described in turn.

Summary of Classroom Observation Periods

Teacher A

This Grade 4 teacher was at the end of her first year of teaching, although she was three or four years older than the average beginning teacher. Her class consisted of 25 children. According to Teacher A, her pupils were mostly from two-parent lower middle-class homes and somewhat between the extremes of single-parent families and the spoiled children of the wealthy.

The classroom, and the whole school, were vibrant with student paintings and stories, teacher-made displays and centres. Teacher A's room was part of a small open area. The room had a number of student drawings, paintings and imaginative writing on boards. There were two "student centres" directly related to the language arts program. One, called "We Love to Write," and another, a reading centre, had a collection of books, from the school library, teacher and children, dealing with the current theme in language arts.

The children sat in long uneven rows facing the blackboard, with the teacher's desk at the side of the class. Their language arts lessons, which ran from 9:30 to 10:30 a.m. and then after recess from 10:45 to 11:45 a.m., began with what Teacher A called "talk time." The children were asked what was new, and a number of students brought up volunteered items, ranging from TV news such as the eruption of Mount St. Helens to the progress of their community soccer eteams. During this talk time, Teacher A made a point of expanding on areas which were to be dealt with as part of her program. This meant that when the subject of the volcanic eruption was raised, she posed a number of questions about volcanic rocks, asked the students about their own collections of rocks, and asked them to keep the subject in mind since they would be studying rocks in the future. This talk time was directed by and through Teacher A. The children seemed accustomed to the format, and about half the class participated actively while the others listened.

After this, Teacher A closed that activity and announced that their new theme in language arts was to be foodstuffs. As an introduction to the subject, she asked a number of questions about the classfication of foods, and followed this by directing a choral reading of the poem, "What you eat is what you get to be." The students recited the poem with giggles and laughter which continued when Teacher A read a poem on the theme of gourmandise, "After the Christmas Dinner."

The next day's lesson was devoted, until recess, to a spelling quiz. This was based on the children's study of a unit in their spelling text. The children were asked to spell words and they corrected each other's work.

After recess, Teacher A decided to depart from her routine in order to discuss with the children a fight which had broken out between class members during recess. After a 15-minute lecture, Teacher A returned to her lesson plan. After writing the words "A Well-Balanced Meal" on the board, she divided the students into small groups. The students were used to doing small group work. Their groups were due to be reformed on this day, and new leaders appointed, on a rotation basis.

The group leaders were given a card and asked to follow the instructions written on it. The groups were allowed 10 minutes to accomplish their task. The topics assigned were: What would you eat for a well-balanced meal?"; and "What is junk food and how can we stop eating it?"

The children seemed familiar with this type of assignment and soon the groups' leaders were jotting down on paper the ideas of their group. After this, the group leaders stood before the class and took two or three minutes to report each group's deliberation. This was followed by a summary of the findings, written on the board by the teacher and dictated by the students.

Teacher B

Teacher B had 18 years of teaching experience, in every grade except the first, including seven years spent as a vice-principal and principal with the Northlands School Division. She had been teaching at her present school for three years, though this was her first year with Grade 4.

The school was situated in a newer area of the city. Teacher B saw her 23 students as a varied group, with a number of "advantages" in the material and some from "difficult" backgrounds, and a number "just in between." Teacher B stated that these differences were kept very much in mind in her teaching.

The classroom was organized and formal--very neat with straight rows facing the teacher's desk and blackboard. Very little student work was on display, but there were a number of teacher-made cards on the walls, bearing definitions such as antonym, homonym, noun, verb, etc.

Teacher B's lesson began with the introduction of a new unit. She had begun a display on the main bulletin board with the title of the unit--"Dig in the Sand and See What You Can Find"--and a few magazine pictures of beaches. She asked the students if any of them had been to the sea-side and a number of children responded briefly. Teacher B then asked them, "Is it a peaceful feeling by the sea?"

Turning to the student reader, the teacher asked the students to follow along as she read a poem. After the reading, Teacher B asked some questions, e.g. "How many times did the boy in the poem ask the question?"; "What were they doing?"; "What do we call these words in grammar?" There was no response from the students. "They're verbs, action words." "There are a lot of adjectives in the second part. What did he see?"

Teacher B then read a poem to the children, the subject of which was a starfish. Then she asked why it was called a starfish. This was an introduction to a worksheet on starfish, which was then handed out. Three students took turns to read the sheet's contents aloud to the class, after which Teacher B asked the class to tell her something they didn't know before. Five students answered, and Teacher B then closed that activity.

Following this, at about half an hour into the lesson, another worksheet was handed out to the students. "This is a fun worksheet," said Teacher B. The sheet contained exercises on identifying nouns, verbs, adjectives and adverbs. When the sheet was completed, the students corrected their work as a group with Teacher B. About half the class did not do well on the worksheet. At this point Teacher B told the students to take out their language workbooks and to do a specific page. "For those of you who are having difficulty with adverbs, we will have a page on adverbs."

The children were hurried along. "You have five minutes before the spelling pre-test. At 10:00 a.m. the pre-test was given. The children were using a Nelson spelling series unrelated to their Ginn Starting Points program (see p. 79). The pre-test was corrected and words which had been incorrectly spelled were to be written out forty times. The pre-tests were collected. It was Teacher B's custom to send the pre-test and post-test home stapled together for the parents and to have them sign and return them, to see their child's progress.

After this the children were told to take out their writing scribblers for their handwriting lesson. It was usual for the children to suggest proverbs for handwriting practice. "Who has a proverb we haven't used yet?" One student suggested, "Do as I say, not as I do." The meaning of this was explained by Teacher B with some comment by students, and this was the first proverb used. Two others were suggested, written on the board by Teacher B, and copied twice by the students. Then students who had finished were permitted to work on their spelling unit until the recess bell.

On the following day, Teacher B announced to the students that they would do a listening lesson that day. This, as she informed the author on the way to the class, was to show another side of her program. The children seemed pleased at the news. Two worksheets were handed out and the instructions discussed. The exercises on the sheets dealt with the skill of discerning causes and effects. An exercise on cassette tape was played for the class, and they answered the questions on the sheet, then exchanged papers, and corrected as a group.

At 9:40 a.m. the language workbooks were passed out and the children did the page after the one they had done the day before. This page dealt with sentence building using adverbs with more and most. "Who can tell me what an adverb is," asked Teacher B. Answers to this were somewhat confused and Teacher B told them that a good hint was that they usually ended in "-ly". The students did that page and then were told to go onto another page to do an exercise on vocabulary, which involved replacing the word said with a synonym.

As the children were writing in their workbooks, Teacher B was writing a proverb on the board. That day's proverb-handwriting practice was, "Slow and steady wins the race." The students wrote this out twice and then the spellers were passed out. The questions in the spelling unit were discussed, and the students began to busy themselves with their spelling assignment, while those with spelling pre-test corrections lined up at the front to show their teacher their forty corrections.

Teacher C

This fifth-grade teacher was completing her fifth year of teaching. Her experience had all been at the same school and with the same grade. For the first four years of her career, Teacher C had worked in a loosely structured team-teaching situation, but was now, for the first time, in a self-contained classroom with 24 students.

In terms of time, Teacher C had one hour and 25 minutes per day, all in one block, and she was with her own class all day. The classroom was decorated with student work, mostly paintings and drawings. Students sat in rows facing the blackboard, with the teacher's desk behind them.

Teacher C was one of the teachers who had received courses in language or reading. She had started teaching after three years university and had completed her degree in summer school and at evening classes.

Teacher C stated that she saw her students as average and below average in reading and language ability. This, she said, was partly caused by the fact that many of the students came from homes where English was not their first language.

On the first day of observation, Teacher C began her class by writing a list of words on the board. Students were called on individually to pronounce the words and then spell them out loud. All the students then copied the words into their scribblers. After this Teacher C explained to her class that those words were in the story they were about to read and that the unit they were starting was on trees. She asked them to remember that every time they climbed a tree that summer.

The students were then told the names of the characters in the story and they recited them. The story was then read by the students who were called on to read aloud, one paragraph at a time. The teacher usually asked one or two recall questions at the end of the paragraph.

At 9:25 a.m. the story was still being read in this way, but Teacher C changed the focus of her questions towards the end of the story. "The last paragraph is very descriptive. It has quite a number of adjectives. Let's look at them. What is a word describing 'beast,' Franco?" Teacher C then pointed out the expression, ". . . wings were splashed with colour." She asked the class if it was a simile, and answered the question by saying that it was not, since it did not contain the word 'as', and that it was thus merely a comparison.

At this point in the lesson, Teacher C asked the students to put away their readers, and told them that they would soon be answering some questions on the story, but that they would first do a spelling pre-test. The students did the pre-test, words taken from the Ginn spelling component of the unit, read by the teacher, and were told to study the words they did not spell correctly. Their post-test was to be on Friday.

At 9:50 a.m., the teacher handed out a list of questions, prepared by herself, to the students. She then read the list of questions to the class, elaborated a little on most of them, and allowed the students to work on them for the remainder of the lesson. Those students who finished these questions were permitted, as a sort of enrichment, to do extra pages in their language workbooks.

On the following day, the first planned activity was the answering of the previous day's story questions. Students read out their responses.

Teacher C then explained her next exercise. She asked the students to check the context, in the story, of the expressions such as "the water was alive with hungry beasts," and then give the meaning, in their own words. This was one of the suggested follow-up activities in the Ginn Teachers' Resource Book. A number of the students indicated that they found the assignment difficult. Teacher C walked around the class giving encouragement, and reminding students of similar exercises they had done. "This is a little more descriptive and interesting. It's good to use expressions like that in your creative writing."

At 9:30 a.m. the students were told to put away their scribblers and take out their language workbooks. They then read aloud the answers to an exercise involving the making up of sentences containing two adjectives. The students had to read out their sentence and name the adjectives. The interchange went as follows:

S. The light, fluffly kitten played in the sun.

T. Good, next.
S. The sun shone brightly.
T. Are there any words which describe the sun?
S. Brightly?
T. Careful. You're not thinking. She has no word to describe the sun. What's missing in your sentence?
S. Two adjectives.

The exercise continued, and the focus changed from adjectives to adverbs:

T. We find that many adverbs end how?
S. In -ly.
T. Yes. Good. What's the answer to question 1.
S. The quick and nimble girls danced at the show.
T. How can you fix it up to make the words describe the verb?
S. The girls danced quick and nimble at the show?
T. Quickly and nimbly perhaps.

After finishing this exercise, Teacher C asked the students to turn to a specific page in their language workbooks. "Some of you still mix up your adjectives and adverbs. Look at the directions. You'll find we did something similar, but with pictures, a while ago." Before the students began on their workbook page, Teacher C asked them to look at a page in their other workbook, the reading workbook. This page contained an exercise on making general words more specific. The students spent the remainder of the lesson time working on these two pages.

Teacher D

Teacher D had been a teacher for 15 years, and all that time with the same Edmonton School Board and in Grade 5, though in several city schools. Teacher D had a B.A. in sociology and psychology and one year's teacher training. During this teacher training he had taken a reading/language course, but could recall very little of it, remembering only that "handwriting" had been part of it, and he stated that for the most part he had learned "on the job."

The students were perceived by Teacher D to be mainly from less affluent homes, with a considerable proportion coming from one-parent families, or home situations where "parents, or one parent, do not speak to them." The perception of this need in students was said by Teacher D to determine his style of teaching to a great extent.

In Teacher D's room, the students sat in straight rows facing the teacher's desk and the board. The room itself was colourfully decorated, with posters and student stories, most of which had an accompanying drawing or painting. The most recent addition was a collection of imaginary oversize postcards of Greece, based on the locale of a story the class had read. There was also a large collection of free-reading books in the class, which students could read when their work was done, or take home to read. The students themselves, according to Teacher D, were mainly from lower middle-class homes in the neighbourhood, and he felt that an increasing number of his students had home related problems which interfered with their ability to do well at school.

The basic structure of the lessons was explained to the author just before the school bell rang. Language arts classes ran from 8:50 to 10:20. "We have reading from 9:45, then spelling, then language. We don't always stick to that. Sometimes we don't have language."

The lesson began with a period of about 12 minutes for free reading. Each student had a book and a quiet relaxed atmosphere soon reigned in the classroom. After this, Teacher D continued his reading to the class of a short novel. This was part of the daily lesson, and Teacher D indicated that he chose stories with a strong moral theme, such as the overcoming of a prejudice. The children were asked a number of questions at the end of the chapter. The students were frequently asked to make chapter summaries and draw a picture to illustrate the chapter.

At 9:30 a.m. the students were asked to take out their stories. They had begun, on the previous day, stories on the theme of fire. "Fire" is the theme of the unit which they are studying in their Nelson program. The subject of the stories is "Fire, and how it started." This was taken from the suggested activities in the Teacher's Resource Book. The students were reminded that their stories needed to be illustrated, and that some of the stories would be acted out if there was time.

Shortly after this, six students who had finished work read their stories to the rest of the class. Teacher D asked questions and made comments about the stories, and since the third one had caught the attention of the class with its humorous approach to the origin of fire, Teacher D suggested that it be acted out for the class.

At 9:50, Teacher D announced that the reading part of the lesson was over. The readers were collected and put away, and the students were asked to take out their spelling homework for correction. This particular lesson, taken from the Nelson _Spelling Series_, was a review lesson. During the correction of the spelling, most of Teacher D's comments dealt with recognizing and labelling parts of speech, particularly adverbs and adjectives. "What is it?--An adverb. The word is what part of speech? I hope you know what parts of speech are. Let's have some of them." Towards the end of the spelling correction, the division of words into their constituent syllables was mentioned a number of times. A number of comments were quite prescriptive: "Holly, a lot of people put an extra 'e' in there. Make sure you don't do that." "Wherever, make sure you write it as one word." "Carefully has what? Very good--a double suffix." For their assignment, students were told to copy down the 25 words from the list, and use them all in sentences.

At 10:18 a.m., the students were told to put away their spelling as it was "time for language." This part of the lesson was to deal with the use of the dictionary but was cut short by the recess bell.

On the following day, Teacher D informed the author, on the way to class, that the general plan for that day's lesson was "free-reading, spelling and their handwriting." The free-reading portion, the teacher's reading of the novel and the story-telling by the children followed the same pattern as the previous day's lesson had.

At about 9:30, Teacher D had the student readers passed out. He wrote the word "damage" on the board and asked the class, "If you lived in a city or a town and there was a fire, and the fire spread, do you think there would be much damage?" "What kind of damage?" Various kinds of damage, e.g. to animals and pets, were written on the board. The impact on people was brought up.

T. What about old people in wheelchairs?
Do you think they'd have trouble?
S. They might commit suicide.
T. No, no, I don't think so.

After this introduction, Teacher D told the students to read the story, and then, if there was time, to write a summary of it. At 10:00 a.m., Teacher D interrupted the class with, "OK. That's all the time I can give you for reading. Carry on with your spelling. The story summary must be finished by tomorrow."

Teacher E

Teacher E taught a class of 28 Grade 6 students. She taught in her school in the mornings only, while in the afternoon she worked on a special curriculum project with the Language Arts Department of her School

Board. This meant she taught only from 8:45 a.m. to 11:30 a.m., except on the two days per week when she finished at 11:00 a.m. These two extra half hours were provided for her work as in-school language arts facilitator.

Teacher E's class occupied the corner of a half-empty and quiet open area. Students sat in small groups of four or five, while the teacher's desk was at the side of the class. Not a great deal of student work was visible. Teacher E indicated that her students came from middle and upper-middle class homes, were for the most part motivated to do well at school, and were in general a bright group of students.

At the time of the author's visit to Teacher E's class, the students were coming to the end of a unit, taken chiefly from the Ginn Starting Points level C on archeology, "Digging Up the Past."

The lesson began with ten minutes free reading. Students sat or curled up quietly with books in various corners of the room. During this time there were few interruptions from students. A few came up, in pairs, to discuss their archeology project with their teacher.

Students returned to their seats and sat in their groups (four or five students including a group leader who was changed every month or so).

Teacher E explained that in this, one of their final projects, "You are going to be archeologists and we will be holding a meeting of the National Association of

Archeologists here." She told them they would need an atlas, and that instructions were to be found on a sheet that was passed out to the group leaders. The instructions read: "You and your group make an archeological discovery, dating from 1980, in Edmonton. Describe your find and what it tells you about the inhabitants."

The assignment generated a good deal of talk, arguing and writing in the groups. The students seemed accustomed to this system and settled down. After about 20 minutes, Teacher E announced that the President of the National Association of Archeologists was walking down the hall and that the leaders should have their reports ready.

Before the group leaders gave their reports, they were handed evaluation sheets. These were to be filled in by the group leaders, with input from the group members, after all the reports had been heard.

The reports were read out. The students showed a good understanding of archeological principles, imagination and humour. Teacher E made no comment during the presentations, but listened carefully. At 9:50 a.m. the groups reassembled for the evaluation task. At 10:00 a.m. the forms were collected by Teacher E.

As a concluding activity for the morning, Teacher E handed out some worksheet activities. The students had a choice between: (a) making up an archeological crossword; (b) doing one that had already been prepared by some of the students and duplicated by Teacher E; or (c) writing an article for an archeological newspaper.

After recess, at 10:30 a.m., the students continued with these activities until 11:00 o'clock. At this time Teacher E began a discussion of the upcoming Grade 6 Archeology Night, to which parents and family members were to be invited. When the class had decided on a suitably enticing title for the evening--"Mrs. ———'s Marvellous Mini-Museum"--students prepared individual letters of invitation. To end the lesson, the students were handed back their Big M.A.C. (Meditation and Cogitation) journals. Teacher E had made comments on their recent writing and most of the students wrote a little more in their journals before the lesson ended at 11:30 a.m.

On the next day, students began with a free-reading period and then continued with their cross-words or newspaper articles. At 9:15, the students were called together and told that they were going to hear some riddles. These were read out from the Ginn Reading Skills Workbook and well received by the students. After a few minutes' discussion of the structure of a good riddle, with the students themselves deciding the ingredients, the groups were set to work making up riddles of their own. Half an hour later the class formed a semi-circle and the riddle-tellers told their jokes for their audience. This activity lasted all morning.

Teacher F

This Grade 6 teacher had 18 years of teaching experience, more than half at the senior high school level, and mainly in the area of religious studies and family life courses. She had worked as an assistant principal in two elementary schools, and as department head at the senior high school level. Although Teacher F had a number of years' experience in elementary schools, this had been at the beginning of her career. At the time of this study, she had been back at the elementary level for just a couple of years.

The class was a large one, 29 students, who came from a largely working-class neighbourhood with a good number of "new Canadians." Teacher F commented that because she felt many of the students came from homes where books and school work were not seen as very important, she tried to make school a more welcoming place for them by showing that the school had interest in them and by encouraging them to express themselves about their own lives outside school.

Students were seated in straight rows facing the teacher's desk and the blackboard, but in spite of this, there was a great deal of interaction between students during the class, talking and helping proofread each other's work.

The lesson began with "News Time," which generally occurred two or three times per week. Four students came to the front of the class to tell their "news." One of the girls told the class about a burglary that had happened on her street; another described "The Empire Strikes Back";

someone else told about a hair-raising ride he had had on his bicycle the night before; and the last student told the class about the problems he had experienced with the lawnmower when he had been cutting Teacher F's lawn on the weekend.

Teacher F then explained that the main subject of the day's lesson would be "Letters to the Editor" in the newspaper. The students were using the Ginn Starting Points program and this activity was taken from the Starting Points in Language book. A number of examples were read and the accompanying questions answered and discussed. Teacher F asked the students where the "Letters to the Editor" were found in the newspaper, why it was important to read them, and what you could tell about people from their letters, e.g. whether they were young or old, etc. The children then were asked to read some letters in their reader, and they gave their impressions of the writers.

Teacher F's responses to her students, in all the above activities, were warm, positive and yet honest, in that she did not always agree. The students were eager to answer and volunteered to read aloud, even if they were not very fluent oral readers. Neither Teacher F nor the students showed any impatience with such readers. Later in the class, when students were seen asking others to help proofread their work, a spectator could not but be convinced that a truly respectful and cooperative working atmosphere had been created in this room.

At 9:30 Teacher F asked the students to name some issues that concerned them and that they might like to write about in a letter to a newspaper. The students suggested topics, the most popular of which was the traffic congestion in their area of town. The students began to write their letters, and six or seven of them took their work to friends for assistance in proofreading. For the next 20 minutes or so students volunteered to come to the front to read out their letters to the class.

At 10:00 o'clock, Teacher F told the students to put away their letters and she handed out copies of a novel they were using, The Rats of Ninh. This was their third novel that year. These class sets were borrowed by Teacher F from the Teacher Centre. The students appeared to be following the story very carefully. Students volunteered to come to the front of the class to read the novel, standing at the lectern. Although some of the readers had difficulties with their oral reading, they persevered and the rest of the class followed in their books, and Teacher F thanked each reader in turn. Just before recess, the class was given the homework assignment, which was to finish the letter to the editor and draw a picture to go along with it.

On the next day, the students and teacher began by telling the author about their surprise visit to Marcello's, one of the student's, citizenship ceremony. Marcello beamed as the details of the secret plans were revealed by classmembers, and highlights of the ceremony were recounted.

This was followed by other 'news' from the students. Teacher F listened attentively, only occasionally interrupting, at one time to correct a student who said, "Scott and me," to "Scott and I."

After the 'news', more students read out their letters, but Teacher F cut their activity short at about 9:20 a.m. when she said, "OK, enough letters, turn to page one hundred twenty. You're going to love this." The page was part of the unit "Highways and Byways."

There were pictures of a soap-box derby, and a two-page story about a race. Teacher F questioned the students about their experiences with soap-box carts, and she added her own. The students, looking at the pictures, were asked to explain parts of the cart and how they were constructed. Teacher F compared the construction of the modern soap-box carts with her childhood model.

The students were then told to read the two-page story and to be ready to answer questions on it. These questions, taken from the book itself, were duly asked, and then Teacher F asked her class if they would like to make a radio-style commentary on the race in the story, then write it out and read it into a tape recorder. This activity was an elaboration of a suggestion contained in the student text ("Imagine you are an announcer at Jack's race . . . write an on-the-spot commentary"). The spontaneous idea of tape-recording the commentary was the teacher's.

The students searched out some tape recorders and cassette recorder from around the school, and proceeded with the task, in twos, threes and fours, reading the commentary or creating sound effects. The students were told to finish their work by the next day, and the recess bell sounded.

Summary of Teacher Interviews

Teacher A

At the time of the interviews, Teacher A was approaching the end of her first year of teaching, a year which she felt had been "exhausting but satisfying."* This period of classroom experience had reinforced Teacher A's belief that mastery of the language arts was a prerequisite to successful teaching, and it was the preparation and planning for the language arts which had been the focus of her efforts, partly because she realized from her student teaching that the language arts "feeds all other learnings," and partly because of the attention that was given to language arts in her school and in the school system.

The Curriculum Guide was not an important source of knowledge for Teacher A. She had "looked through it during the summer" but had rarely referred to it during her year of teaching. When asked if she could recall any elements of the philosophy on which the curriculum was constructed, Teacher A said that she could remember a couple because they were part of her teaching philosophy too, and these were in respect for the language of the child, and getting the students actively involved in language.

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*Throughout these summaries of teacher interviews, words in quotation marks indicate the teachers' own words.

Integration meant primarily that "I try to get reading, writing, listening and speaking into all I do almost. Social studies, my sciences . . . I have an integrated language arts program, I integrate around a theme."

Teacher A was tentative about her program; she described herself as "groping" towards the kind of classroom she wanted.

> I provide them with writing centres . . . and with a variety of freereading books, Grade 2 to Grade 6, for all of them.

She felt that she was weak in her listening centres and viewing centres. She encouraged a healthy buzz of conversation. "It's important for them to speak and share."

Thus what Teacher A was aiming at was a "child-centered language arts classroom" although she was still in the process of defining it ("I'm not sure--I'm asking you--is that a child centred classroom?").

Acceptance of the children's language was a facet of this type of classroom.

> They love to write, maybe that's because, I'm hoping, I've always accepted what they've given me, but showed them how it could be improved in some way . . . without totally marking up the page.

Another part of what Teacher A saw as an integrated program was drama, improvised skits on a weekly basis, daily reading to the students by the teacher, and regular quiet reading.

As for the skills and sequence charts, Teacher A did not feel that she utilized them as they were intended to be used. She thought she was not yet knowledgeable enough about the Nelson program or about elementary school children to claim she used it. She had made up a checklist for each child, to answer such questions as, "Has the child read aloud recently; has he written something; has he created something?"

Although Teacher A said she felt a little "guilty" about not using the Curriculum Guide chart of objectives more, she said:

> I feel many objectives are covered in the program . . . they know what is wanted, they must take a look at curriculum objectives and just naturally incorporate it.

Before leaving the area of Teacher A's knowledge and use of the language arts curriculum, one very important influence on her development as a language arts teacher should be mentioned. Teacher A claimed that the most important factor in her progress was her present principal, who for the first part of the year had taught in the next section of the open class area. Before coming to the school the principal had worked as a language arts consultant, and it was partly because of this that she had been given the positions, first of vice-principal and then principal. Teacher A first noticed, across the open area, that her colleague was an excellent teacher--"She treated them {students} with such respect, they really worked for her," and when assistance was offered, it was gratefully accepted. This help was like "her own Nelson inservice." Teacher A considered that she had gained from her principal a number of practical hints on making the classroom an interesting place for children, a greater interest in developing her own "personal" language arts program, and a stronger motivation to join in staffroom discussions of methodology, language arts problems, etc.

To what extent, then, can it be said that Teacher A had internalized the values of the curriculum? Clearly her own stance is close to that of the Guide in the areas of respect for and acceptance of children's language, and acceptance of "active involvement." It is interesting to note that the source of her knowledge is not the Curriculum Guide itself, but (in order of importance) her principal, the commercial program she was using, and her language/reading professor at the University of Alberta.

An important role in the teacher's acceptance of the philosophy of the new curriculum, her understanding of its key elements and her motivation to continue its implementation had been played by a school administrator who was committed to the creation of a school where the language arts were not only said to be important, but felt and seen to be important--in the hallways, the staffroom and the principal's office--where every available space was resplendent with students' work. This was the only school, visited by the author during the study, which created this impression.

Teacher B

This Grade 4 teacher had 18 years of teaching experience, which included several years working in schools administered by the Department of Northern Development and Indian Affairs and experience as a school principal with the Northlands School Division. At the time of the interviews, Teacher B was coming to the end of her first year with a Grade 4 class. She was using the Ginn Starting Points program, which she had used the previous year with a Grade 5 class in the same school.

Teacher B had obtained a B.Ed. degree from the University of Calgary, with a major in music and a minor in French. Looking back on her university training she remarked that what was now the language arts had then been reading, and that she had found her courses to be not very helpful--"had a lot of theory in it"--and she found that her real learning had taken place during student teaching, at system-based inservices and "doing the actual thing in the classroom." The inservices had dealt with the practicalities of teaching of a particular commercial program, and it was for this reason that Teacher B found them worthwhile. The most memorable course that she had attended had shown the "various steps in doing a lesson" and had included displays from which she "picked up a lot of ideas."

The main source of knowledge about the elementary language arts curriculum was, for Teacher B, the commercial program she was using. She commented that she felt that having an overview of the ideas contained in the Curriculum Guide was important, but that her time was used more effectively in getting to know the program her students were using, and in following the program "very carefully."

When asked if she could recall any of the ten elements that formed the philosophy of the curriculum, Teacher B indicated that her knowledge of the Curriculum Guide was not specific enough to be able to remember any of the elements, but that she knew that the curriculum was based primarily on "a respect for the child," which meant respecting the child's abilities, his or her contributions to the class, in discussions for example, and respecting the child's unique background, especially if the child was set apart from the majority of the class by poor home background, race or physical or mental handicap.

In her interpretation of the meaning of the terms 'active involvement' and 'integration,' Teacher B again expressed herself in concrete terms. "Active involvement in language situations" was felt to mean, first, that students get "excited" by the themes of the units and that they are encouraged to relate their own experiences with the theme; second, that students contribute in such active ways as bringing to class photos and newspaper clippings for the theme display on the bulletin board; and third, that occasionally a field trip or activity will be organized to supplement the theme of the unit being studied. Teacher B mentioned, in regard to this last point, a visit to the City

Dog Show organized during their unit on dogs.

For Teacher B, "integration" meant giving students the opportunity to talk, listen, read, write, paint and draw "about" a particular well-developed theme. The basis of an integrated approach was the thematic unit. Teacher B felt that the program she was using provided this basis: ". . . every unit has a theme, the children get excited. In the old series it was just a story, and then it was finished."

Integration also pre-supposed a strong link between workbook pages and reading material in the readers. Teacher B considered that of the two workbooks which were part of her program, only one had workbook pages which were "close" to the content of the story. However, she was able to remedy this defect by supplying students with extra worksheets from a set of "Activity Masters" which were an optional supplement provided by the Ginn Starting Points program.

Integration also meant more use of visual aids, filmstrips and films, to help students visualize what they were studying, and it meant additional emphasis on listening skills. For this last purpose, Teacher B had been using a commercial tape-cassette and worksheet-based program on a bi-weekly basis.

Painting and drawing were also seen as essential components of an integrated approach. Since Teacher B did not teach art to her own class (because of an arrangement involving music and art), she felt that this part of her program was not as successful as it might have been.

Although she considered relating spelling instruction to the reading material to be part of an integrated approach, Teacher B said that she was not in a position to take that approach since the school principal had decided that a conventional unrelated commercial spelling program should replace the spelling component of the Ginn Starting Points. Teacher B could not remember if reasons had been given for this decision, and she felt that she had been too busy to question the stance.

In response to the final question on her use and interpretation of the Curriculum Guide, Teacher B replied that she did not use the charts of skills and objectives for planning or for evaluating her own teaching, although she had "glanced them over." Instead of these charts, Teacher B relied on a methodical approach to the program she was using. She tried to have the students "complete" the program, as long as they were able to do a thorough job of it. During the previous year all but one unit had been covered, and this year, every unit. Since she believed that the program "covered the bases" for Grade 4 as well as any could, and that she had been scrupulous in her teaching, evaluation and reporting to parents, Teacher B reasoned that the additional concern of having to comply with the skills and contents charts was unnecessary.

Questions on the extent to which Teacher B "valued" the curriculum revealed a dichotomy that was to reappear throughout the study. Teacher B felt that since her attention had been focused on one commercial program, rather than on the global concept of the curriculum, she was only indirectly internalizing the values of the curriculum itself. However, the question of her valuing of the commercial proprogram did seem worth pursuing.

Teacher B's overriding objective in language arts classes at this level was to "motivate students to read," "to get them to love reading" and have it become a lifelong habit. When she saw students she had taught carrying books around, she felt a certain satisfaction. She considered the program she was using to have been a great motivation, because of the intrinsic interest of themes, stories and poems selected, and because the range of reading levels did not exclude any group of students. She also felt that the content and layout of the thematic units made it easier for her to "learn" the integrated approach. This learning had also been aided by the inservices she had attended.

Another aspect of the program that was valued was that it was virtually self-centered ("the only thing that I have to add to it is that we do creative writing once a week"), and this gave her time to spend with individual children.

Teacher B thought there was "not really" any staff language arts policy at her school and that teachers did not communicate very much about their language arts teaching. Nevertheless, she did not "feel isolated" because additional help was available from supervisory staff if needed. She could not remember if there had been any staff consultation.

Teacher C

This Grade 5 teacher had begun teaching after a three-year program at the University of Alberta, and had later completed her B.Ed. degree at summer and evening classes. She was in her sixth year of teaching. Her pre-service training included a language and reading C I about which she could remember little. She found the second reading/language C.I. more useful because she had been teaching. About this she remembered chiefly studying the Elementary Language Arts Curriculum Guide and the various commercial programs that were recommended as main or support texts.

Teacher C felt very positive about her inservice experiences in language arts. She recalled that she had been "very much" involved in the choice of the program to be purchased at her school, and that a facilitator had demonstrated the use of the different series in her classroom. Again, at another inservice, she was able, with her staff, to express and discuss her reactions to the program.

Teacher C said her staff had chosen the program on the basis of its intrinsic merits, as they saw them, and not on the criteria of the fit between the aims of the curriculum and the program itself.

It might thus appear natural that Teacher C's chief source of knowledge was the program itself, especially the Teacher Manual. The Curriculum Guide had been "looked at" but not consulted.

In spite of this, Teacher C was quite confident of her knowledge of children and the language arts. When asked to recall any of the philosophy of the curriculum, she mentioned only that it was based on the "experience idea," that is, that the experience of the children was to be brought out, discussed, etc.

She found integration an idea that "flows together, it's very natural." "We discuss it, we do a written assignment on it, and we relate it."

Active involvement, the other element to be explicated, was given virtually the same definition, as well as the sense that children should be allowed some real physical involvement in their work. Two examples were given: the recent trip the class had taken to see a movie, "The Black Stallion"; and the annual operetta staged by the Grade 5's and 6's and performed three evenings for the parents.

Teacher C was very favorably disposed to the new program she was using, and valued it very highly. This was, she explained, partly because she had been given a knowledgeable choice in the purchasing decision, and partly because of the excellence and convenience of the program. First, she found that the units interested the students a great deal (the current unit, "Every Time I Climb a Tree"), and that the two workbooks which accompanied the program really helped students understand the writing process, and write better. Secondly, she said that before the advent of this program, she and her fellow-teachers had been "desperate" for something new.

> We used to make up our own--we used to do these things--but we weren't sure--we know what the Grade 4's should know, what the Grade 5's should know--at least what things they've been exposed to . . . for the first time in my teaching experience we have one program.

A program which could interest all students, and in which reading materials were of varying difficulties was useful because it avoided the time-consuming and laborious task of grouping students. Teacher C's school had decided that because of what they perceived as those features of the program, there would be no more cross-class ability groupings, but that each upper elementary teacher would teach a heterogeneous group of students, and would have those students all day. This made teaching quite a bit easier. Teacher C stated that "a lot of lower students can do something in this program."

For all the above reasons, the program in use was very highly regarded by Teacher C, who also claimed that she had no serious difficulties implementing the different elements of the curriculum, with the exception of drama. This was because she had neither the confidence nor the training to do it with her students.

Teacher D

This Grade 5 teacher, a graduate in sociology with a minor in psychology, had originally wanted to become a social worker, but because of the employment situation at the time, he took a one year graduate program in education at the University of Alberta. Teacher D's recollection of the language/reading courses he took at this time were, as he said, "hazy." He felt that you "learn by being there," i.e. in the classroom.

Teacher D had attended four or five inservices on language and reading. He felt that what he had gained from them was a "knowledge of the books," their themes, the role of creative drama, and he also felt that the inservices confirmed his belief that students should be allowed to take their time with materials, especially the readers, and be permitted to assimilate the learning, rather than have the teacher rush them along to "finish the textbook."

When asked about the broader issue of his own change as a teacher, his immediate reply was that he was "more tolerant, used to yell a lot, but now I just look at them." He continued that he had "added things" to his teaching strategies, for example, storytelling with puppets, a skill which had been introduced to him at a teachers' convention session.

Teacher D was blunt in his assessment of "guide books," such as curriculum guides. These, he felt, were "too detailed, too much," and he had not studied the

Language Arts Curriculum Guide at all. In defense of this, Teacher D stated that he preferred to rely on the prescribed textbooks. "You know what they want you to teach. The school board chooses the books."

When asked if he could name any elements of the philosophy of language or the child on which the curriculum was based, Teacher D replied that he could not, but interpretations of key elements mentioned by the researcher were immediately forthcoming.

Active involvement of the students was seen as giving the students a chance to speak out, to ask questions. "I do give them a chance . . . I'll say, 'Are there any questions?'" However, he added that there was a great need for "restraint" here, a need which was expressed frequently during the interviews.

Integration meant primarily "extending off into other subjects," through research work, interviewing, communicating. Teacher D gave the example of the unit on "Fire" which could lead off into science, or health (the danger of smoking in bed) or even to math. Teachers, he said, had always been integrating, but now the idea was becoming "too integrated." Teacher D gave another example, that of the novel which he read daily to his children. Often he tried to choose a work which reflected some of the concerns in other areas the children were studying. Recently, he had chosen a work which dealt with the theme of prejudice in young people, and he felt that this gave the students more empathy for their social studies unit on North American Indians.

It was, of course, impossible for Teacher D to comment on problems of implementing the curriculum in question, though he did express his sentiments on the difficulties of teaching language arts. These feelings were fairly general in nature and seemed to express a certain frustration with teaching. The main difficulty was "making sure you have the attention of the kids, even if the subject is boring." Getting the students "involved" and "interested" was not easy. When asked to comment on those elements (listening, speaking, reading, writing) which had their own implementation difficulties, Teacher D again focused on the problem of control, and stated that the speaking element was potentially disruptive and "where is the cut-off point." Other problems were writing--"there just isn't the time"-- and the last, all-embracing bug-bear "children who just won't do the work."

Could it be said that Teacher D was committed to the new language arts curriculum because he valued it in any way? There was a reluctance to look beyond the surface of the curriculum. The only positive aspect was that Teacher D found the content and skills charts useful because he now felt more knowledgeable about what went on in earlier grades in language arts. "They've told us what they're doing . . . there is an indication of what they've taken up before."

Teacher D, although somewhat indifferent to the change of curriculum, did not blame this on curriculum overload. He said that teachers "are not bombarded as much as two, three years ago." This "turnover" had been a problem then, and yet these "legitimate" demands on time and effort were not so irritating to Teacher D as the constant, petty encroachments made by school assemblies, announcements and curriculum evaluation projects (to which his school had been committed by the principal). "Principals get us into things." Nor was Teacher D encouraged in his adaptation to the curriculum by in-school exchange of ideas or feelings. "Big problem not enough time to prepare." Discussion of one's language arts work in the staffroom would probably be interpreted as "bragging." In short, Teacher D seemed to prefer being left alone.

"You just have to keep plugging away at it."

Teacher E

This Grade 6 teacher occupied a unique position among the six teachers who took part in the investigation, since she taught at her school in the mornings only and spent the afternoons at the System's Resource Centre preparing language arts materials for the use of other teachers.

Teacher E had more than ten years of teaching experience. She had originally studied English and had a Master's degree from a university in the United States. In the course of her career, she felt that she had changed a great deal as a teacher. A major impetus in these changes had been the time she spent preparing and writing language arts curriculum support materials, a position which involved a good deal of extra reading in the theory and practice of the language arts.

Teacher E was the only teacher of the six interviewed whose understanding of the language arts was based on anything more than the commercial program she was using. Her present approach to the teaching of the language arts was influenced by her interpretation of Moffett's (1968) teacher's handbook on the language arts, her work on the preparation of curriculum resource materials and the insights into the language growth of children she had gained in the course of her career.

Teacher E's recall of the curriculum was excellent. Her interpretation of the key principles of "active involvement" and "integration" also reflected both familiarity with the elementary curriculum and her additional reading and experience.

For Teacher E "active involvement" for students meant: (a) allowing some choice in activities; (b) a lot of face-to-face talk; (c) structuring the classes and the classroom in general in a way that permitted students to take over some of the roles of the teacher, and assisting in others (e.g. evaluation); and (d) wherever possible, Teacher E felt that it was not always possible to avoid "dummy runs," giving the students functional tasks--as illustrated in the observed lesson--giving the students the chance to write a real letter of invitation, rather than a practice one.

Teacher E expressed her concern over a common misinterpretation of the term "integration." Generally, she felt it was conceived as bringing the reading and the writing assignments closer together. However, this interpretation of integration did not encourage the crucial shift in emphasis that was embodied in the new curriculum, which was the "active involvement" of students in real language situations. Teacher E felt that these teachers might believe that they are integrating while in reality they are using the new materials in the old way. Students were not active users,

> I think they {teachers} would miss an important thing, that the kids are active users of the language--they're still . . . teaching little bits and pieces and doing what Jimmy Brittan calls "dummy run" kinds of things.

The reason for this was two-fold. Firstly, teachers were being inserviced in such a way that they were learning one little trick, one strategy without having an understanding of how this one strategy fits into the broader meaning of the curriculum.

> You have to have a complete understanding and then you have to operate with it the way you can operate it in your classroom--so that if you go piecemeal kind of thing you give a person one idea they can only use that one idea and that's what I see happening at workshops.

Secondly, "people are afraid to let go of those worksheets." This attitude is reinforced and supported by the language arts series themselves.

> The language workbook starts off with pages identifying names and verbs and adjectives and adverbs and so it just continues, the same old thing.

Teachers, seeing that "if you're doing a unit on horses, all the exercises, all the nouns are horses" feel that this is an integrated approach, whereas it runs counter to the aims of the curriculum. Teacher E expressed this very succinctly:

> The approved series determine the curriculum, not the curriculum guide . . . if Ginn or Gage or Nelson have big gaps in them, I doubt that many teachers will fill them in.

Furthermore, even a teacher who attempted to get a firm grasp on the philosophy of the program was likely to be mis-led by the emphasis on integration itself. For Teacher E, having an integrated program was itself based on the "active" role of students, which in its turn necessitated grouping. Whole class activities undermine the purpose of communication.

> If you have all your groups doing the same thing, then there's no purpose to what they're doing because the only person to share it with is me.

The major difficulty perceived by Teacher E lay in the reading component of the program. "How do you deal with reading problems in an integrated language arts program?"

> You have to have faith that the amount of reading, the reading they're doing, is going to increase their reading skills.

The second problem was evaluation. Teacher E adopted a "holistic" evaluation. She explained to the students at the beginning of the year that she would not grade all the work the students did. "You know how well you're doing." Grading was done occasionally but usually with some input from the students on the allocation of marks. This practice had not caused any problems but there was a possibility that it could, if a parent questioned her report card grading.

The chart of skills and objectives did not assist Teacher E in her planning or preparation. Although she never stated that she did not see it as a useful aid for some teachers, she felt that she would enjoy, or that a really excellent teacher could enjoy, even greater freedom than they now had.

Teacher F

In a teaching career that spanned 21 years, Teacher F had taught in schools in Western Canada, Eastern Canada and the United States. Her education included normal school training in eastern Canada, a degree from an Eastern Canadian University, a Master's degree in social psychology and at the time of the interview she was studying part-time for a Bachelor's degree in Religious Education. During her career, Teacher F had taught every grade from 1 to 12, and had held administrative and department head positions in various schools. In recent years she had held important positions with social work organizations. Within her school system she stated that any curriculum philosophy would centre on the individuality and the interests of the child as would any worthwhile program of philosophy.

When asked to comment on her interpretation of the element of "active involvement" of students, Teacher F referred to the "hyperactivity" of a number of students and the need to have them "work off" their energy in interesting language activities. She also mentioned her practice of encouraging more able students to assist the others in proof-reading and correcting, and the time she allowed students for activities, such as reading aloud to their classmates and drama. This element also embraced outings like the field trips to a citizenship ceremony.

Integration was described by Teacher F as "working with themes," relating activities to the class' interest with that theme. However, she did add that "the whole child is my focus," and that integration did not exist simply as a structure within her teaching methodology, but integration was an activity, a culminating activity, performed by the child in relating all the language experiences on a particular theme to his/her life.

Teacher F was aware of the chart listing content and skills but did not refer to it in planning or evaluating. However she was very conscious of the fact that her Grade 6 students would soon be entering junior high school. She felt that her students were "better qualified than any I've had." When asked how she gauged this, she replied, "How do I know? I see children writing sentences . . . not run-on, not fragments--sentences, reading, speaking." She admitted the real criteria of success lay in her "feel" or "experienced judgement" that the students' language development was "healthy." Teacher F also considered the performance of students on their Language Skills Workbook and Reading Skills Workbook supported her assessment of the students' language development.

Teacher F was in "complete support" of the curriculum innovation, in the sense that she valued very highly the commercial program she was using. A variety of reasons were cited for her favourable attitude.

First, she had been consulted about the choice of commercial program, had seen demonstration lessons presented by a systems language arts facilitator and had been able to discuss the contents of the competing programs with the facilitator. Her choice, which had, she felt, been borne out by one year's use of the Ginn program, was based on the self-contained nature of the program, the provision of an abundance of materials including two workbooks, and the stimulating nature of the thematic units which formed the core of the program.

This last feature was seen as particularly relevant for her students, who came, in her words, "from labouring homes . . . where reading and speaking are not necessarily encouraged . . . and a few are intellectually motivated." The students needed "motivation for confidence" and this language arts program provided materials to work with that even the most dedicated teacher would have trouble collecting.

The variety of angles from which materials were presented encouraged students to perceive and express links with their own experiences.

A second reason for Teacher F's support of the innovation (program) was that it provided material of varying difficulty in every unit. Since the students were divided into three (ready) ability groupings, the teacher's task was made much easier when she could assign, for example, different stories, or different questions on the same story, to the three groups, and still have all the groups do the workbook pages. The program also provided, in the Language Starting Points book, a built-in source of "enrichment activities," mostly for the high ability grouping, and occasionally for the two others as well.

Although the upper elementary teachers had articulated no common language arts policy, and in general communicated little about their language arts teaching, Teacher F knew that all her colleagues were very enthusiastic about the program.

Curriculum Implementation Profile

The Implementation Profile is a graphic representation of findings based on data collected from the teacher interviews and observed lessons. It provides a clear perspective of the current state of the implementation process in terms of individual teachers and the group as a whole. Five interrelated components are seen to comprise implementation: change in materials, change in organizational structure, change in teachers' knowledge or understanding, change in teachers' role or behaviour, and change in teachers' valuing of the curriculum and motivation to use it on an extended basis.

Each component is further divided into a number of separate elements judged to constitute the specific implementation criteria for that component. For example, the change in organizational structure necessary for the implementation of the curriculum is divided into four criteria. It is required that:

1. The teacher has an adequate amount of time to teach the language arts;
2. This time is blocked on the school time-table in one period of instruction with the same students to facilitate an integrated approach to the language arts;
3. To promote inter-disciplinary integration, the language arts teacher works with the same class of students in all areas of the elementary school curriculum; and

4. Students are grouped in ways that promote task-oriented interaction.

From the collected data, each of these criteria is described as being fulfilled to a "very high" level, "to some extent" or "very little or not at all." In Figure 1 (pp. 97-99), "very high" is indicated by two X's, "to some extent" by one X, and "very little or not at all" by an absence of X's. For example, Teacher A spent the whole of the teaching day with her language arts class except for the 45-minute math lesson and thus was rated "very high" on the third of the above criteria, which is indicated by two X's. Teacher B did not possess or use a complete commercial program since the spelling component had been replaced, at her principal's insistence, with another spelling program. Teacher B is thus rated "to some extent" on this criterion, which is indicated with one X.

Figure 1

CURRICULUM IMPLEMENTATION PROFILE

Change in Curriculum Materials												
Teacher	A		B		C		D		E		F	
Possesses Program of Studies and Elementary Language Arts Curriculum Guide	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒
Uses complete, approved commercial program	☒	☒	☒		☒	☒	☒	☒	☒	☒	☒	☒
Uses integrated spelling program	☒	☒			☒	☒	☒	☒	☒	☒	☒	☒
Has access to and uses supplementary recommended resources	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒
Has access to and uses recommended media resources	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒
Change in Organizational Structure or Correspondence of Organizational Structure with Curriculum's Philosophy												
Has adequate time allocated in schoolday for language arts program	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒
Has language arts time tabled in one block to facilitate integrated approach	☒		☒	☒	☒	☒	☒	☒	☒		☒	☒
Has same class of students for all subjects to facilitate intersubject extension of l.a.	☒		☒		☒	☒	☒	☒			☒	☒
Groups students to promote task-oriented interaction	☒								☒	☒	☒	

(cont'd....)

Curriculum Implementation Profile (cont'd)

	Change in Knowledge and Understanding of Curriculum or Correspondence of Knowledge and Understanding with Curriculum											
Teacher	A		B		C		D		E		F	
Demonstrates knowledge and understanding of basic rationale and philosophy of Language Arts Curriculum Guide									☒	☒		
Demonstrates knowledge and understanding of principle of integration as outlined in Language Arts Curriculum Guide	☒		☒		☒		☒		☒		☒	
Demonstrates knowledge and understanding of principle of active involvement of students as outlined in L.A. Curriculum Guide	☒								☒	☒	☒	
Demonstrates knowledge and understanding of new curriculum based on use of commercial language arts program	☒		☒		☒		☒		☒	☒	☒	
Demonstrates knowledge and understanding of new curriculum based on other sources, i.e. publications, inservice, school personnel	☒		☒		☒		☒		☒	☒	☒	

(cont'd....)

Curriculum Implementation Profile (cont'd)

Change in Role/Behavior or Correspondence of Role/Behavior with Curriculum's Philosophy												
Teacher	A		B		C		D		E		F	
Provides for active involvement of students in language developing activities	☒								☒	☒	☒	
Integrates all aspects of the language arts	☒				☒		☒		☒	☒	☒	
Uses skills scope and sequence chart to guide instruction	☒				☒		☒		☒			
Avoids exessive emphasis on drills, classification rules and grammatical analysis	☒								☒	☒		
Change in Valuing of New Curriculum and Motivation to Use												
Agrees with rationale, philosophy and objectives of new curriculum	☒								☒	☒	☒	
Finds new commercial program easy and enjoyable to use	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒
Appreciates congruence of commercial program with curriculum's aims									☒	☒		
Finds in-school support for continued implementation of curriculum	☒	☒							☒			
Finds school system support for continued implementation, i.e. inservice, other	╲	╲	╲		☒		☒		☒	☒	☒	

The Implementation Profile was found to be a useful and revealing method of describing the current state of the implementation of the Elementary Language Arts curriculum by this group of teachers.

Three important findings are clearly revealed by the Implementation Profile. The Elementary Language Arts Curriculum cannot be said to be fully implemented at the present time by this group of teachers, since there are, for the majority of teachers in this group, significant areas of low implementation or non-implementation.

The implementation of the curriculum is proceeding 'on a broken front', with teachers at different stages in the implementation process, having strengths and weaknesses in different areas.

Although there exists considerable diversity in the implementation of the curriculum by the six teachers, it can be said that the areas of the implementation process which are most successfully handled by teachers are the change in materials, the change in organizational structure and the valuing and motivation of the teachers to use the curriculum on an extended basis. The areas of the implementation process which are presenting difficulties for teachers are the change in knowledge and understanding of the new curriculum, and the change in role/behaviour required to implement the curriculum.

For a further understanding of these findings, it is necessary to describe the findings concerning each component of the implementation process in which the finding in each separate area can be described more fully.

Curriculum Change in Materials

All the teachers selected for the study had been provided with, and were using as the basis of their language arts instruction, class sets of approved materials, student reader texts and student workbooks, together with the teachers' manuals and other materials which accompanied the program, which were part of the commercial program. Four teachers used the Ginn Starting Points program and two used the Nelson Language Development Reading program.

In each case, the teaching staff of the schools visited had been involved in selecting a suitable commercial program from the choice given by Alberta Education. All the teachers had also participated in at least one inservice at which they were familiarized with the materials making up the commercial program and were given some instruction in their classroom use.

In general, the program materials were found to be easy to use, especially since, as stated by four teachers, the core of both the Ginn and Nelson programs was the student reader text and workbooks with which teachers were familiar. However, four of the six teachers claimed that they tended to avoid the oral language activities and drama activities which are frequently suggested in both commercial programs. Two reasons were cited for this: the teachers felt unsure of their own abilities to lead the class in these activities because of lack of training; and they also felt that these activities could be too time-consuming, given the amount of material that had to be covered.

The teachers were more confident in exploiting the suggested art activities in both programs. There was evidence that art activities were a staple part of the language arts instruction of all the teachers and that many of their "art ideas" originated in the commercial program.

The majority of the teachers were satisfied that the commercial program they were using was more than adequate in all areas of the language arts; all teachers felt it necessary to supplement the commercial program. These supplementary activities and materials included library visits, visits to theatre, cinema and even to dog shows, viewing of filmstrips, films and television programs, and the use of records and listening kits and the creation of small classroom libraries.

The spelling component of language arts received a good deal of time and attention from every teacher. The three teachers who worked with the Nelson program also used a Nelson spelling series. Two of the three teachers who worked with the Ginn program used the spelling program which is part of the program itself and is thematically integrated with the units under study. One teacher who used the Ginn program had been directed to give spelling instruction from the unrelated Nelson spelling program and to ignore the spelling component of the Ginn program.

Change in Structure and Organization

In this area, considerable progress had been made toward providing the appropriate time structure and organization for successful language arts instruction.

Every teacher was satisfied with the amount of time scheduled in the time table for language arts, and any reservations expressed concerned encroachments on the collected time by assemblies, drills, the P.A. system and the like. In the majority of cases, the language arts instructional time had been blocked as one period of time to facilitate an integrated approach.

There were no situations in which the time allotted for language arts had been divided up and teaching "the language" or "writing" portion of the program, or spelling assigned to different teachers.

As for the internal structure of the language arts class periods, there was not, in half the classes observed, a natural and harmonious "flow" from one area of the language arts to the other. In these classes somewhat artificial barriers and time divisions were imposed between, for example, the reading and writing areas of the program.

The physical organization of the classroom and seating arrangements of students were in the majority of cases traditional, with students in straight rows facing the teacher at all times. Only two teachers adapted and changed the students' positions for specific purposes.

Curriculum Change in Knowledge and Understanding

The findings in this area revealed for five of the six teachers a low level of use, knowledge and understanding of curriculum documents.

Five of the six teachers involved in the study stated that they had spent no time or very little time reading the Elementary Language Arts Curriculum Guide. One teacher had spent a greal deal of time studying the Guide because of her involvement in a Central Office curriculum-related project.

All but one teacher demonstrated little explicit knowledge of the contents of the Elementary Language Arts Curriculum Guide. Teachers provided a variety of reasons for this lack of explicit knowledge. Four teachers stated that they intended to read it, never found the time to give it much attention, and concentrated their efforts on getting to know and understand the commercial program they were using. The Curriculum Guide was perceived to be often theoretical, confusing and not immediately applicable to the classroom situation. Only one teacher stated bluntly that reading the Curriculum Guide was a waste of time. Four teachers expressed the view, in different ways, that the study of the Curriculum Guide was for them a redundant step since the commercial programs themselves had been scrutinized and chosen by the Department of Education officials because they matched the philosophy and objectives of the curriculum.

Although the majority of teachers were unfamiliar with the curriculum documents, they expressed themselves readily on the subject of their understanding of certain concepts which are integral to the curriculum. The sources given for this knowledge were, in order of importance, "hands-on" knowledge of the commercial program, inservicing and "word-of-mouth." In spite of the fact that inservicing was named as a source of knowledge by five teachers, they were unable to recall more than the general nature of the seminar and one or two practical ideas they had taken back to the classroom. No teacher could remember a presentation of the philosophy or theory on which the curriculum was based being an important part of the inservicing.

Teachers were asked to explain their own understanding of two key concepts on which the Elementary Language Arts Curriculum is based--integration and active involvement of students. All the teachers readily demonstrated an understanding of the concept of "integration" in the language arts. The most commonly expressed view was that students learn through "thematic units" or "themes," first by reading or listening to or viewing stories, poems, non-fiction reading material from a variety of sources and media, which are related by subject matter, and second by writing, talking, drawing, painting or acting in activities related to this same theme.

Understanding of the concept of "active involvement" varied considerably from teacher to teacher. Three of the teachers were unable to demonstrate an understanding of the concept beyond stating that children should be "active." Two teachers expressed their understanding in terms of students having the opportunity to learn in situations where they are actively involved and thus more motivated, such as acting out skits or painting a picture about a story. One teacher described "active involvement" as first allowing the student some choice in his learning activities, second providing opportunities for students to work, talk, write together and for each other, not merely for the teacher, and third structuring class activities so that as far as possible language arts activities are purposeful, e.g. instead of doing a work sheet on letter-writing, the students write a letter inviting the parents to an evening class display.

Curriculum Change in Role/Behaviour

In this area of the curriculum change process, all the teachers stated that they felt they had adapted their classroom role or behaviour to some degree as a result of the adoption of the new curriculum. From the teachers' own perspective, this change was seen as adopting a more "integrated" approach to teaching the language arts and also as making a greater effort to relate learning in the language arts to other areas such as science, art, math or social studies.

The researcher's classroom observations, however, led to the conclusion that four of the six teachers were demonstrating traditional approaches to the language arts which involved only a limited portion of the communication spectrum.

Most of the lessons observed focused on a reading selection followed by workbook exercises which were sometimes assigned to all students without any assessment of the needs of particular students. Furthermore, these workbook exercises frequently had little apparent relationship to the flow of the lesson and it was difficult to avoid the conclusion that the exercise was assigned "because it was there." The workbooks were seen by all but one teacher as a very important part of the commercial program. They were also seen as being very convenient to use. Only one teacher stated that she did not provide the students with workbooks but assigned a small number of selected workbook pages to groups of students when the need arose. Five of the teachers stated that they expected their students to complete all or most of the workbook exercises during the year.

The Nelson and Ginn workbooks contain a number of pages devoted to grammatical analyses and word labelling. Five of the six teachers indicated that these exercises constituted an important part of language arts instruction at this level. This was confirmed, too, during the observed lessons. Three of the six teachers referred frequently during the lesson to grammatical labels, often interrupting the natural flow of the class to draw the students' attention to some point of "grammar" or to ask a question about "parts of speech."

Student talk and discussion were given a place in every classroom. In two of the rooms, this was extremely limited and consisted of asking questions at specific times or to take part in brief teacher-led discussions. Two of the teachers observed gave more time to these activities but they were still restricted to certain special times during the day. In all four classrooms, students addressed either the teacher or the class as a group and there was very little interaction between the speaker and the rest of the class. Only two teachers were observed to structure classroom activities so that students had ample opportunity for task-related interaction and dialogue.

The provisions made for students to talk and listen to each other leads into the whole area of "active involvement." This principle seems to have been misinterpreted by the majority of teachers, as indicated on page 106 . The author conjectured that this very important principle had been overshadowed in teachers' minds by the concept of integration. The new curriculum was virtually synonymous with "integration." Thus, teachers tended to equate successful adaptation to the new curriculum with a thematic integration approach and to disregard the principle of active involvement which is at least equally important and perhaps more so than an integrated approach.

Change in Valuing of the New Curriculum and Motivation to Use

The findings in this area indicate that teachers value the new curriculum highly and are strongly motivated to continue to use it on an extended basis. However, the findings must have been in the light of the teachers' tendency to equate the Elementary Language Arts curriculum with the commercial program they were using.

All six teachers claimed to value the new curriculum. They stated that they were happier with it than with the previous curriculum and that it met their students' needs better. Reasons given for this were based on the qualities of the commercial program in use. The programs were seen as easy to use, of high interest to students, and capable of motivating them to do good work. All the teachers mentioned the fact that their workload was reduced by this program because they did not have to spend time collecting materials for what used to be the "language" portion of the reading/ language arts curriculum.

Five of the six teachers valued the new program on pragmatic grounds. They were not in a position to value the program for the extent to which it was congruent with the philosophy and theoretical basis of the Elementary Language Arts curriculum. The one teacher who was in a position to make this kind of evaluation by virtue of her knowledge and understanding of the Elementary Language Arts curriculum indicated strong agreement with the philosophy and theoretical basis of the curriculum and also stated that the Ginn program which she was using as the basis for her language arts instruction was an excellent one.

The most important factor in teachers' valuing of the curriculum was their estimate of the quality of the commercial program, but other factors emerged too. All the teachers, except the first-year teacher, had been involved in the choice of program for their school and they all agreed that this element of choice had disposed them favorably to the change in curriculum.

All the teachers had participated in at least one inservice designed to acquaint them with the use of the new program, and they all agreed that this had been a helpful and encouraging initial experience. None of the teachers had been exposed to extended inservicing in the language arts area and the majority of the group indicated that administrators or Central office staff had not significantly affected their valuing of the curriculum or their motivation to use it.

There was one important exception to this. One teacher had been informally "inserviced" or "coached" in language arts instruction by her principal during her first year of teaching and this had been, she said, the major factor in her attitude to the language arts curriculum. Again, this teacher was the only one who claimed that there was a high level of interest in the Elementary Language Arts curriculum in her school and that staff members frequently met informally to discuss their work and exchange ideas.

It might have been expected that teachers would be unfavorably disposed towards the new curriculum by poor experiences in the past with curriculum changes or by the excessive turnover in curricula during the last decade, "curriculum overload." However, this was not cited as an important factor by any teacher.

CHAPTER VI

SUMMARY, CONCLUSIONS AND IMPLICATIONS OF THE STUDY

Introduction

This chapter presents the summary and conclusions of the study as well as some implications of the study for teacher educators, and concludes with recommendations for further research.

Summary

The purpose of this study was to describe the implementation of the 1978 Alberta Elementary Language Arts curriculum by a selected group of teachers, and to distinguish between areas of the implementation of the curriculum which were being successfully handled by teachers and those in which difficulties were being encountered.

There is evidence from the literature to suggest that curriculum innovations, in general, often fail to result in the kinds of change in instruction which were intended by the curriculum developers because of problems of implementation. There is also evidence which indicates that such problems may exist in the implementation of this particular curriculum. In developing a research design to examine the implementation of the Elementary Language Arts curriculum, the author attempted to avoid the excesses of a rigid "fidelity" approach to implementation evaluations as well as the lack of clarity which has characterized certain "process" approaches. A comprehensive concept of implementation was adopted, which conceives of implementation not as a single entity but as a process composed of five interrelated elements.

Because of the above-mentioned evidence that difficulties in implementation could be anticipated and because the curriculum is in the early stages of implementation, a research design was developed which could: (a) give a well-rounded view of teachers at work with the new curriculum; (b) allow teachers an opportunity to express themselves about the new curriculum and their language arts teaching; (c) differentiate between areas of the curriculum which were being successfully implemented and those which were presenting problems, in order to be of assistance to teacher educators; and (d) present the findings from a number of perspectives, narrative, in the form of an Implementation Profile and area-by-area of the curriculum change.

Six upper elementary language arts teachers who were implementing the new curriculum and were judged by their supervisors to be "competent teachers and knowledgeable about recent advances in the theory and practice of language arts" were observed during their language arts lessons and interviewed. Data from these observation periods and interviews were later analyzed and the findings were presented from a three-fold perspective in order to give as complete a picture as possible of their implementation of the curriculum.

This final chapter presents the conclusions and implications of the study.

Conclusions

This explanatory study focused on two research questions:

1. Which areas of the curriculum change are being successfully implemented by teachers? and
2. Which areas of the curriculum change are presenting problems for teachers?

1. Which areas of the curriculum change are being successfully implemented by teachers? The implementation of a new curriculum was seen to be comprised of changes for the teacher in five areas--change in materials, change in structure and organization, change in knowledge and understanding, change in role/behaviour and change in valuing the new curriculum and motivation to use it on an extended basis.

The areas of the curriculum change which were most fully implemented were, to a large extent, those in which the teachers were least personally involved or which were most subject to the control of other agencies, such as the

Department of Education, which selected the curriculum resources, or the school administration.

The areas of curriculum change which were seen as being successfully implemented were the change in materials, the change in structure and organization, and the teachers' valuing of the new curriculum and their motivation to continue its implementation.

All the teachers involved in the study were using approved curriculum materials and were pleased with them. Teachers had been consulted on the choice of commercial programs they were using and had participated in at least one inservice to introduce them to the program. Approved commercial programs were judged by the teachers to be easy to use, motivating for students and superior to previous materials.

In the area of structural and organizational change, the study showed that all the teachers had adequate time scheduled in the timetable for language arts instruction. In all cases but one, this instruction was given in one block of time which facilitated an integrated approach. Likewise, all the teachers but one spent almost all the teaching day with their language arts class, which encouraged inter-subject integration. In no case were the different areas of the language arts taught by different teachers.

In the area of valuing and motivation, it was found that this group of teachers thought highly of the new curriculum and were strongly motivated to continue its implementation. This enthusiasm must, however, be seen in the light of a major tendency to equate the new Elementary Language Arts curriculum with the commercial program in use. Only one teacher was in a position to assess the curriculum, the program and the congruence between the two, and this teacher valued all three highly.

For the majority of the teachers in the study, the estimation of the curriculum/program was based on convenience of use, its appeal to students and teachers' involvement in the choice of the commercial program. Four of the six teachers did not find in-school or school-system support for the continued implementation of the curriculum an important factor, nor was inservicing cited as an important source of encouragement, except in the initial stages of the curriculum implementation.

2. Which areas of the curriculum change are presenting problems for teachers? Although some difficulties were seen to exist in the areas of change in materials, change in organization and structure and in teachers' valuing of the curriculum, it was in the changes in knowledge and understanding and in role/behaviour that difficulties of implementation were concentrated.

All the teachers, except one, were unfamiliar with the curriculum documents. Most of the teachers demonstrated slight knowledge of the philosophy and objectives of the curriculum as outlined in the curriculum documents.

Teachers' understanding of the curriculum was based on "hands-on" use of commercial language arts programs, introductory inservices and word-of-mouth. There were two exceptions to this--one teacher was involved in curriculum development and had extensive knowledge of the curriculum, and one teacher had been "coached" by a senior member of staff with a language arts background.

Teachers' unfamiliarity with curriculum documents and lack of understanding of key curriculum concepts was most evident in the area of "active involvement of students in language developing activities."

Findings in the area of changes in the role/ behaviour of the teachers reflected the above findings. Observation and interviews revealed that behavioural changes were focused on efforts to integrate aspects of the language arts and to incorporate listening, art and viewing activities into their instruction. Much less evident were attempts to provide for the active involvement of students in language developing activities, and there was, in many cases, strong emphasis on workbook activities and grammatical analysis.

Implications

Since this study involved only six teachers, all teaching in Edmonton schools, it may seem inappropriate to generalize from their situation to other language arts teachers in the Province of Alberta. However, the teachers were deliberately selected on the basis of their reputations as knowledgeable and competent teachers and it is therefore not unrealistic to conjecture that many average and below-average teachers may have even greater difficulties with the implementation of this curriculum.

Importance of Commercial Programs

This study has revealed a strong tendency in the teachers selected to equate the new curriculum with the new resources approved by Alberta Education and provided by the school systems. It would seem that the extent to which the curriculum has been implemented so far is more related to teachers' use of these materials than to a theoretical understanding of the philosophy and objectives of the new curriculum as expressed in the curriculum documents.

Under these circumstances, the choice of curriculum materials and commercial programs takes on an even greater importance than might have been previously considered. The extent to which the curriculum has been implemented is largely a result of the teachers' perceptions of the excellence and convenience of the commercial program. Without such a commercial program, or with a program that was seen as less convenient or appealing by teachers, the level of implementation would surely be low.

This underlines the importance of providing teachers as soon as possible with language arts programs which illustrate the principle of integration and encouarge active involvement for students, so that teachers will have this important source of new knowledge at their disposal.

Role of Inservice

Inservice training for the teachers involved in the study was seen to be successful at the initial, introductory level in familiarizing teachers with the commercial programs. It was shown to be less effective in re-orientating teachers to the philosophy and objectives of the new curriculum.

Introductory inservicing is certainly necessary and worthwhile but it appears that further inservicing is essential to expand teachers' knowledge base, increase their understanding of the possibilities of role/behaviour change in the language arts classroom and perhaps provide real examples of alternative teaching styles and strategies through role-play, video-recorded classroom sessions or visits to classrooms.

Recommendations for Further Research

The findings of this study suggest the need for further research in two areas.

First, it would be beneficial to those involved in curriculum development and in teacher preservice and inservice education to understand the influence which different commercial language arts programs have on the implementation of this curriculum change over a longer period of time.

Second, the concept of implementation used in this study was based on a five-dimensional analysis of curriculum change. The curriculum implementation was found to be a useful research tool at the descriptive level of analysis. Further research might indicate whether such an Implementation Profile has any predictive value, and how it might best be utilized if, indeed, it has.

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APPENDIX A

APPENDIX A

SCHEDULES OF QUESTIONS FOR THE INITIAL AND FOLLOW-UP TEACHER INTERVIEWS

These schedules of questions served as a guide for the author during the initial and follow-up teacher interviews.

Schedule of Questions for the Initial Teacher Interview

The educational background of the teacher:

1. Which grade are you teaching this year?
2. How long have you taught in that grade?
3. How long have you been at this school?
4. Where did you receive your education and your teacher training?
5. Could you give me some details of your teacher career, from when you started until the present?
6. What training did you have in language arts when you began teaching?
7. What do you remember about the courses or training you had in those areas?
8. Did you find these courses useful when you began teaching?
9. Have you found them useful since?
10. Have you taken any further courses in education, particularly courses related to the language arts since you started teaching?

11. How useful did you find these courses?
12. What is the extent of your inservice training in language arts?
13. What is the extent of your inservice training on the new language arts curriculum?
14. Could you describe these sessions and how much they meant to you as a teacher?
15. How much experience have you had as a reading/language arts teacher, and in which grades?
16. Have you been involved in any curriculum development work, particularly in the language arts area?
17. Have you ever held an administrative or supervisory position in teaching?
18. Do you feel that you have changed as a teacher since you began your career?
19. In what ways have you changed and why do you think this is so?
20. Have you changed as a language arts teacher?

Use and Knowledge of Curriculum Documents

1. Do you have a Program of Studies and a Language Arts Curriculum Guide here in your room?
2. Do you use them very much?
3. When would you typically refer to them?
4. I'd like to ask you some questions about the content of the Curriculum Guide. Could you describe in your own words or the words of the Guide what you think is the

general philosophy of the Curriculum Guide, the philosophy of the child, or of language development which it is based on?

Schedule of questions for the follow-up Teacher Interview

In addition to these questions, the author also asked the teacher to elaborate or explain any points made in the initial interview.

Curriculum Change

1. When and how did you become aware that there was a new curriculum for elementary language arts?
2. What does the thought of having a new curriculum mean to you?
3. How did these expectations compare with what actually happened when the new language arts curriculum was introduced?
4. What experiences have you had with curriculum changes in the past?
5. What do you feel about the amount of curriculum change you are exposed to?

Understanding the Alberta Elementary Language Arts Curriculum

1. I'm going to ask you to explain the way your understand some principles or features of the new curriculum which are contained in the Curriculum Guide and I'd like you to tell me what they mean to you, how you understand them, and if and how you put them into practice in your

classroom. How do you understand the term "integration" and how do you put it into practice?

2. How do you understand the term "active involvement of students in language-developing situations" and what does it mean, in practice, in your classroom?
3. Do you use or refer to the "Statements of Content and Skills" or scope and sequence charts contained in the Curriculum Guide? How do you utilize them.
4. What other sources of knowledge about the new curriculum do you use?

Language Arts Instruction and New Curriculum Materials

1. Which language arts program are you using?
2. Why was it chosen and were you involved in the choice?
3. How long have you been using this program?
4. Could you describe how it helps you achieve some of the objectives of the curriculum which we discussed--for example, integration or active involvement?
5. What are the other strengths of the program?
6. What are its weaknesses?
7. What other resources do you use or what other activities do you arrange which are not provided for in the program?
8. Could you describe your spelling program?
9. Do you group your students at all, for any activities or change their seating arrangements?
10. Which do you feel are the areas of the new curriculum that you are best putting into practice?

11. In which areas of the new curriculum do you feel you have difficulties.

In-school and System-based Support for Implementation

1. How do the other teachers on your staff feel about the new curriculum?
2. Do you (the staff) share your ideas very much?
3. How much inservicing have you had on the new curriculum?
4. What did you do at the inservice and how useful was it?
5. Have you had any other support from consultants or other school-system personnel?